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ABSTRACT

This document reports the results of a survey modeled after a national survey of assistant principals taken in 1970 by the National Association of Elementary School Principals. Results from the national survey are reproduced in the document for comparative purposes. In this study, the questionnaire tapped such areas as the characteristics of assistant principals -- title, age, sex, marital status, race, previous positions, and attitudes; experience and preparation -- years in school work, teaching, assistant principalship, education, certification, and membership in educational organizations; working conditions -- location, school description, grades, enrollment, number of teachers, district characteristics, human relations in the schools, annual term of employment, division of work week, and secretarial help; major functions -- success factors, job preference, responsibilities, decisionmaking, autonomy, innovation sources, and assistant principal role; and financial status -- salary level and salary bases. The document concludes by summarizing and duscussing the implications of the survey results. The survey questionnaire and the correspondence sent to survey participants are reproduced in the appendix. (Author/DN)

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SURVEY OF ELEMENTARY ASSISTANT PRINCIPALS IN GEORGIA

edited by david j. mullen

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Spring 1972

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FOREWORD

The status survey of Georgia elementary assistant principals, a joint endeavor of the University of Georgia's Bureau of Educational Studies and Field Services and the Georgia Association of Elementary School Principals, should provide a firm data base for improving elementary education and its administration in the state.

It is expected that this study will be used by the people in the state department of education; the professors in the departments of educational administration throughout the state; the superintendents; the principals; the assistant principals; and, those aspiring to elementary school administration positions to enable us all to make better professional decisions concerning the administration of the elementary schools. In any case, the study is ample evidence demonstrating that the Georgia Association of Elementary School Principals is expending the time, money, and energy to make improvements in elementary education.

Once again, as was the case with the 1969 survey of the elementary school principal, over 60 percent of the individuals to whom the survey questionnaires were sent completed and returned the form. Georgia's assistant principals are already demonstrating a sense of professional commitment which assures a continuing pool of leadership talent from which the state of Georgia will continue to draw.

Special appreciation is given to Drs. Greer and Mullen for writing the final report; to Mr. Andy Hayes for assistance with the computer analysis; and to Mr. Joseph Kenyon for putting the computer printouts on charts

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INTRODUCTION

In 1970 the National Association of Elementary School Principals published a study, The Assistant Principalship in Public Elementary Schools - 1969, A Research Study.[1] This national survey served as a stimulus and guide for the Georgia survey of elementary assistant principals.

In the national study some attention was given to a description of the development of the assistant principalship. It was pointed out that the assistant principalship had its roots in Boston starting in the early 1800's.

> In 1867, the Boston superintendent, John D. Philbrick stated that "every head assistant" should be capable of handling the master's work during his absence. In San Francisco, in 1864 Superintendent Tait urged that grammar masters be given more time for supervision, perhaps by adopting the Boston practice of appointing "a special assistant" who has charge of the school records.[2]

It was further reported that increasingly after 1900, the growing size of urban elementary schools led to the appointment of a "head teacher assistant" or an assistant principal. On the national level the growing complexities of the public elementary school and the increasing responsibilities of the elementary school principal has led to an ever increasing demand for providing the principal with assistance. This assistance has been slow in coming but it is increasingly coming in the form of the assistant principal.

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[1] The Assistant Principalship in Public Elementary Schools - 1969 A Research Study (Washington, D.C. : National Association of Elementary School Principals, NEA, 1970).

[2] Ibid., pps. 4 and 5.

The present study will be useful in understanding who a Georgia assistant principal is, what he does, what he would like to do and under what conditions he now works. As we learn more about the Georgia assistant principal we will be in a better position to help guide and shape the future directions which this position should take.

BACKGROUND OF THE STUDY

In the early spring of 1970 the Executive Board of the Georgia Association of Elementary School Principals agreed that it would be valuable to the professional growth of the elementary school principalship to do a survey of the assistant principalship in Georgia. The GAESP editor, contacted the National Association of Elementary School Principals, NEA, headquarters office in Washington and received permission to adapt the questionnaire which was used to conduct the national survey of the assistant principalship.

Under the joint sponsorship of the Georgia Association of Elementary School Principals and the Bureau of Educational Studies and Field Services the study of the Georgia assistant principalship was initiated. The Georgia State Department of Education provided a listing of 1,289 schools in the state which could be classified as elementary schools. A double postcard was sent to each of the 1,289 schools. The one part of the postcard explained that a survey of the Georgia assistant principalship was being initiated and that the principal was to check yes or no in response to a question on the return postcard signifying whether or not he had anyone in the school officially designated to assist him with his duties as principal. If he checked "yes" then he was further instructed to supply

the name and address of that person so designated. Of the return post-cards, 280 indicated the presence and name and address of assistants.

Questionnaires were mailed to the persons named as assistants. When a questionnaire was not returned on the date specified, a follow up letter and questionnaire were mailed. One hundred and eighty five or 66 percent of the 280 questionnaires were completed and returned.

The data supplied by respondents were tabulated for frequencies and percentages through the use of the computer at the University of Georgia. These tabulations were made for the assistant principal respondents in the state as a whole and also for each of the ten congressional districts.

The data are reported in percentages. Each table in the study gives the reader information concerning how the assistant principal respondents in the national study compare with the Georgia total respondents and the respondents from each of the ten Georgia congressional districts.

The major part of this report, then, is a summary of the replies of assistant principals to a questionnaire. There are relatively few interpretations and conclusions given in the report. The final chapter does contain a summation section and it also has some questions and comments raised by the authors of the report.

CHAPTER 1

CHARACTERISTICS OF GEORGIA ASSISTANT PRINCIPALS

What kind of people are assistant principals? What title do they use? How old are they? What is their sex? Are they married or single? Are they black or white?

How did they get to be assistant principals? and for what reasons? What did they do before becoming assistant principals and where are they heading?

In this chapter, attention will be given to all of these kinds of questions and the general tendencies that their answers reveal. Data are given for the overall national sample, the overall Georgia sample, and for each of the ten congressional districts.

What is your official title? (table 1)

In the national study, 75.7 percent of the sample reported using the title "assistant principal." The same title was used by 80 percent of the total sample in the Georgia study. All of the Georgia districts except the 10th district reported using the title "assistant principal" as frequently or more frequently than did other principals around the country. The 10th district used the title "assistant principal" in only 62 percent of the cases. The 10th district, often (21 percent of the cases reported), used the title "assistant to the principal."

Whereas in the national survey the title "vice-principal" was used next in frequency to the title "assistant principal"; in Georgia titles "other" than those listed in Table 1 were used next in frequency. The third most frequently used title in Georgia was "assistant to the principal." The titles "vice-principal" and "administrative assistant" were the least used in Georgia.

TABLE 1

OFFICIAL TITLES

TITLE	National Sample	Georgia Sample	GEORGIA CONGRESSIONAL DISTRICTS									
			1	2	3	4	5	6	7	8	9	10
	%	%	%	%	%	%	%	%	%	%	%	%
Assistant principal	75.7	80	75	80	78	75	83	76	93	85	83	62
Vice-principal	17.4	2	--	--	--	--	--	6	--	--	--	8
Administrative assistant	3.6	2	--	10	6	--	2	--	3	--	--	--
Assistant to the principal	1.4	7	19	--	11	--	2	--	3	8	--	21
Other	1.7	9	6	10	6	25	12	18	--	8	17	8
NUMBER REPORTING	1,270	185	16	10	18	4	41	17	30	13	12	24

What is your age? (table 2)

In the national sample the median age was 42. The Georgia overall sample reported the same median age (42). Congressional districts 2, 6, 9 and 10 had median ages under 42 and districts 4 and 5 exceeded the median age of 42. Districts 1, 3, 7 and 8 had a median age of 42.

The national sample revealed that 56.7 percent of the respondents reported their age as being between 35 and 49 years. Forty-one percent of the respondents in the Georgia overall sample reported their age in this same category (35-49). There was a higher percentage of Georgia assistant principals in the less than 35 year age category than there was in the national sample.

T A B L E 2

AGE OF ASSISTANT PRINCIPALS

AGE GROUP	National Sample	Georgia Sample	GEORGIA CONGRESSIONAL DISTRICTS									
			1	2	3	4	5	6	7	8	9	10
	%	%	%	%	%	%	%	%	%	%	%	%
Less than 35 years	18.3	30	24	20	18	--	17	24	30	31	50	46
35-49 years	56.7	41	51	60	56	25	41	47	33	31	33	41
50-65 years	25.0	30	25	20	17	50	41	29	40	38	17	12
Median age	42	42	42	37	42	50	46	36	42	[illegible]	37	39
NUMBER REPORTING	1,235	185	16	10	18	4	41	6	30	13	12	24

What is your sex? (table 3)

There were fewer women assistant principals in the Georgia sample than in the national one. Excluding the large percentage (71 percent) of women assistant principals in the 5th congressional district there were less women assistant principals in the Georgia sample than there were in the national sample. The data indicated that the two congressional districts with the most assistant principals, the 5th and 7th districts, also had the highest percentages of women serving in the position of assistant principal.

In the national study it was found that the smaller the school system, the more likely that assistant principals would be men (7 in 10). It was also found in the 1968 survey of the elementary school principalship that the proportion of men increased as the size of the school system decreased.

There is no evidence to suggest that the dominant proportion of men in the elementary principalship will not continue in the 70's.

T A B L E 3

SEX OF ASSISTANT PRINCIPALS

SEX	National Sample	Georgia Sample	GEORGIA CONGRESSIONAL DISTRICTS									
			1	2	3	4	5	6	7	8	9	10
	%	%	%	%	%	%	%	%	%	%	%	%
Male	61.6	64	69	70	78	75	29	76	63	85	83	79
Female	38.4	36	31	30	22	25	71	24	37	15	17	21
NUMBER REPORTING	1,270	185	16	10	18	4	41	17	30	13	12	24

What is your marital status? (table 4)

Of the total national sample of assistant principals, 76.6 percent reported that they are married in contrast to 80 percent in the Georgia sample. Fewer Georgian assistant principals reported as single and as widowed, divorced and separated than did assistant principals in the national sample. There did not appear to be any patterns in the districts related to marital status and the number of assistant principals in the district.

The national study revealed that 6.5 percent of the men were single as compared with 28.8 percent of the women. Also in the national study larger proportions reported themselves as married in the smallest school systems and relatively more were widowed or divorced in the larger school system.

T A B L E 4

MARITAL STATUS OF ASSISTANT PRINCIPALS

STATUS	National Sample	Georgia Sample	GEORGIA CONGRESSIONAL DISTRICTS									
			1	2	3	4	5	6	7	8	9	10
	%	%	%	%	%	%	%	%	%	%	%	%
Single	15.5	13	25	--	11	--	27	12	23	8	8	8
Married	76.6	80	75	90	83	50	71	88	73	92	92	87
Widowed, divorced, separated	8	7	--	10	6	25	2	--	3	--	--	4
NUMBER REPORTING	1,267	185	16	10	18	4	41	17	30	13	12	24

What is your race? (table 5)

The question about race was not raised in the national study of assistant principals. In the Georgia study approximately one-fourth of the respondents indicated that they were black.

T A B L E 5

RACE OF ASSISTANT PRINCIPALS

RACE	Total Sample	GEORGIA CONGRESSIONAL DISTRICTS									
		1	2	3	4	5	6	7	8	9	10
	%	%	%	%	%	%	%	%	%	%	%
Black	23	19	30	33	25	27	12	7	38	8	37
White	76	81	70	67	50	71	88	93	62	83	62
Other	1	--	--	--	--	2	--	--	--	--	--
Did not respond	--	--	--	--	25	--	--	--	--	8	--
NUMBER REPORTING	185	16	10	18	4	41	17	30	13	12	24

Does your school system maintain a list of eligible persons? How does one qualify for the list?

Two thirds (66.1 percent) of the respondents in the national study reported that such a list was maintained; whereas only 16 percent of the Georgia respondents indicated that such an eligibility list was maintained. Forty-six percent of the Georgia respondents reported that they did not know whether an eligibility list existed or did not exist. In the congressional districts, the respondents' answers to the question about the maintenance of an eligibility list ranged from a low of 4 percent in one district to 44 percent in another district, indicating that there was such a list. Overall, more respondents in each district indicated that there was no eligibility list in their districts.

Of those (16 percent) who answered that there was a list, they also indicated that for the most part that one got on the list by applying at a particular elementary school. A few respondents (3 percent) indicated that there was an interview and/or an exam required to get on the list and a few (3 percent) indicated that one got on the list by applying at the central office.

How is one assigned to a school as an assistant principal?

In the national sample, 40.7 percent reported that the central office assigned assistant principals <u>without</u> consulting the principal; 30.1 percent stated that the principal chooses an assistant principal from the list of eligibles; 17.1 percent reported that the assignment was made after the principal was consulted; and 12.1 percent gave a variety of ways for assigning assistant principals.

The Georgia survey showed that in 31 percent of the cases reported the principal was <u>free</u> to recruit and interview, and assignment was usually

made upon the principals' recommendation; in 29 percent of the cases assignment was made after consulting the principal; 21 percent indicated that placement was made through a variety of ways; and 11 percent said that the central office made the placement without consulting the principal.

It is evident that Georgia principals were much more involved in the appointment of assistant principals than were principals in the nation at large. In the Georgia survey there does not appear to be any pattern in the congressional district wherein one could say that districts with more assistant principals made assistant principal assignments differently than did districts with less assistant principals.

What position did you hold just prior to becoming an assistant principal? (table 6)

At the national level 72.5 percent of the assistant principals entered their positions from the elementary school classroom and 8.1 percent had just previously been secondary school classroom teachers. In contrast, 55 percent and 12 percent of Georgia assistant principals came from the elementary and secondary classroom positions respectively.

A higher percentage of assistant principals in the national sample came from the central office (7.7 percent) and a much lower percentage came from the elementary principalship (2.0 percent) in comparison to Georgia assistant principals who came from the central office (1 percent) and the elementary principalship (11 percent).

Five percent of the 185 Georgia assistant principals entered their positions from coaching. Two percent of Georgia respondents were formerly graduate students (districts 2, 6 and 9). Eight percent of Georgia assistant principals came from positions other than those specifically listed in table 6.

For the most part (67 percent) of Georgia assistant principals came from classroom teaching positions.

T A B L E 6

POSITION HELD JUST PRIOR TO BECOMING AN ASSISTANT PRINCIPAL

POSITION	National Sample	Georgia Sample	GEORGIA CONGRESSIONAL DISTRICTS									
			1	2	3	4	5	6	7	8	9	10
	%	%	%	%	%	%	%	%	%	%	%	%
Classroom teacher elementary	72.5	55	37	20	56	50	76	18	77	31	58	54
Classroom teacher secondary	8.1	12	19	30	17	25	5	12	10	15	17	8
Coach	*	5	6	10	6	--	--	12	7	8	8	
Central office specialist	7.7	1	--	--	--	--	2	--	--	8	--	--
Guidance counselor	4.3	2	12	--	--	25	--	6	--	--	--	--
Elementary principal	2.0	11	19	20	6	--	2	12	3	38	8	21
Assistant prin. secondary	1.2	1	--	--	6	--	2	--	--	--	--	--
Graduate student	6	2	--	10	--	--	--	12	--	--	8	--
Other	2.5	8	6	10	11	--	10	24	3	--	--	4
Did not respond	--	2	--	--	--	--	2	6	--	--	--	8
NUMBER REPORTING	1,267	185	16	10	18	4	41	17	30	13	12	24

* Not reported in the National Study

What was your primary reason for becoming an assistant principal?(table 7)

In the national sample almost 35 in 100 of the assistant principals took this position because they wanted to prepare for the principalship. The primary reason of the assistant principals in the Georgia sample was that they were urged to do so by the principal (23 in 100). In the congressional districts the reasons varied in almost each district.

In the national and Georgia samples other important reasons, in addition to the two mentioned above were: preferred administration and supervision to a teaching assignment; and, encouraged to do so by the superintendent or central office. In the Georgia sample an important reason that did not appear in the national sample was "other" (16 percent).

It is interesting to note that in both the national (7.8 percent) and in the Georgia sample (9 percent) need for larger income ranked farther down the list than might ordinarily be expected.

TABLE 7

PRIMARY REASON FOR BECOMING AN ASSISTANT PRINCIPAL

REASON	National Sample	Georgia Sample	GEORGIA CONGRESSIONAL DISTRICT									
			1	2	3	4	5	6	7	8	9	10
	%	%	%	%	%	%	%	%	%	%	%	%
Preferred admin. & supv. to a teaching assignment	21.3	13	19	--	17	--	15	18	10	15	25	4
Needed a larger income	7.8	9	6	--	11	25	5	18	17	--	17	--
Wanted to prepare for principalship	34.6	17	12	20	28	--	12	18	10	23	25	25
Urged to do so by the principal	21.8	23	19	10	17	25	37	6	40	15	8	12
Encouraged to do so by the supt. or central office	11.0	17	12	60	11	--	17	18	10	23	8	17
Encouraged to do so by someone in teacher training institute	*	1	--	--	--	--	--	--	--	--	8	--
Other	3.5	16	31	--	17	--	12	12	7	23	8	33
Did not respond	--	5	10	--	--	50	2	12	7	--	--	8
NUMBER REPORTING	1,250	185	16	10	18	4	41	17	30	13	12	24

* Not reported in the National Study

If you were starting all over, would you become an assistant principal again? (table 8)

The assistant principals who responded in the national and the Georgia studies are quite close together in their responses to this question. In both cases a large percentage (51.0 percent-national, 46 percent-Georgia), "certainly would become assistant principals again; and, 28.7 percent of the national as compared to 30 percent of the Georgia sample "probably would." In other words at least 76 out of 100 either were satisfied or leaned toward a feeling of satisfaction in their positions as assistant principals.

In the Georgia congressional districts the same general trend toward being satisfied in their position as assistant principal is evident.

TABLE 8

WILLINGNESS TO BECOME AN ASSISTANT PRINCIPAL IF STARTING AGAIN

ANSWER	National Sample	Georgia Sample	GEORGIA CONGRESSIONAL DISTRICTS									
			1	2	3	4	5	6	7	8	9	10
	%	%	%	%	%	%	%	%	%	%	%	%
Certainly would	51.0	46	44	80	78	--	54	41	40	31	42	25
Probably would	28.7	30	12	20	11	25	24	35	30	46	33	54
Changes about even for & against	11.7	11	12	--	6	25	12	18	17	--	8	8
Probably not	6.8	6	6	--	--	25	5	--	13	15	--	8
Certainly not	1.8	3	12	--	6	--	2	--	--	8	--	4
Did not respond	--	3	12	--	--	25	2	6	--	--	17	--
NUMBER REPORTING	1,248	185	16	10	18	4	41	17	30	13	12	24

Do you consider the assistant elementary school principalship as your final occupational goal? (table 9)

The Georgia assistant principals who responded to the survey questionnaire answered these questions in a similar way as did the assistant principals in the national survey. Seventy-two in 100 (Georgia) and almost 80 in 100 (national) did not consider the assistant principalship as their final occupational goal. Again, the responses for the Georgia congressional districts varied considerably with a particular district.

TABLE 9

THE ASSISTANT PRINCIPALSHIP AS THE FINAL OCCUPATIONAL GOAL

ANSWER	National Sample	Georgia Sample	GEORGIA CONGRESSIONAL DISTRICTS									
			1	2	3	4	5	6	7	8	9	10
	%	%	%	%	%	%	%	%	%	%	%	%
Final goal	20.4	22	19	10	17	--	37	24	33	15	--	8
Not final	79.6	72	69	80	83	75	56	71	63	85	75	92
Did not respond	--	6	12	10	--	25	7	6	3	--	25	--
NUMBER REPORTING	1,248	185	16	10	18	4	41	17	30	13	12	24

What position would you like to hold if you do not want to remain an assistant principal? (table 10)

Most assistant principals who responded in both the national (65 percent) and the Georgia (63 percent) survey expect to advance to the principalship. More Georgians expected to be junior and senior high principals than did assistant principals from the national sample. Fewer Georgians than did respondents in the national survey expected to be superintendents and college instructors, but a number (9 percent) of the Georgian assistant principals would evidently prefer to be in a position "other" than those listed in Table 10.

T A B L E 10

POSITION MOST DESIRED BY THOSE WHO BELIEVE THE ASSISTANT PRINCIPALSHIP IS NOT THEIR FINAL OCCUPATIONAL GOAL

POSITION	National Sample	Georgia Sample	GEORGIA CONGRESSIONAL DISTRICTS									
			1	2	3	4	5	6	7	8	9	10
	%	%	%	%	%	%	%	%	%	%	%	%
Principal (elem.)	65.0	63	37	40	78	50	76	70	70	46	75	49
Principal (jr. high)	2.8	6	12	--	--	--	2	--	13	8	8	8
Principal (sr. high)	.5	6	6	10	--	25	2	6	3	8	--	17
Central office specialist	12.0	6	6	10	11	--	5	6	3	--	--	12
Superintendent	7.1	3	6	10	--	--	2	--	--	15	--	--
College instructor	10.1	7	12	20	11	25	--	18	3	8	8	--
Other	2.5	9	19	10	--	--	12	--	7	15	8	12
NUMBER REPORTING	971	156	14	9	15	2	25	12	10	11	10	21

CHAPTER 2

EXPERIENCE AND PREPARATION

Approximately 66 in 100 assistant principals in Georgia entered their present position from a previous elementary school position; 55 percent, from an elementary classroom position; and 11 percent, from the elementary principalship. The present chapter will summarize other aspects of their experience such as: years in school work; years in the classroom; length of service as an assistant principal; highest earned degrees held and major field of graduate study; time devoted to professional study; state certification held; and, membership in professional groups.

How many years of experience have you had in school work? (table 11)

The median years of experience in school work for Georgia assistant principals (15 years) was less than that of assistant principals at the national level (16 years). There was much variation in the median years of experience in school work for the congressional districts of Georgia. This variation ranged from 7 median years in the ninth congressional district to 25 median years in the fourth district.

Eighty-seven percent of the respondents in the national study and 83 percent in the Georgia survey indicated that most assistant principals have had experience in school work ranging from 9 or less years to 29 years. Georgia assistant principals had a greater percentage, 16 percent in contrast to 9.4 percent in the national survey, who have had 30 to 39 years of experience in school work.

TABLE 10

POSITION MOST DESIRED BY THOSE WHO BELIEVE THE ASSISTANT PRINCIPALSHIP IS NOT THEIR FINAL OCCUPATIONAL GOAL

POSITION	National Sample	Georgia Sample	GEORGIA CONGRESSIONAL DISTRICTS									
			1	2	3	4	5	6	7	8	9	10
	%	%	%	%	%	%	%	%	%	%	%	%
Principal (elem.)	65.0	63	37	40	78	50	76	70	70	46	75	49
Principal (jr. high)	2.8	6	12	--	--	--	2	--	13	8	8	8
Principal (sr. high)	.5	6	6	10	--	25	2	6	3	8	--	17
Central office specialist	12.0	6	6	10	11	--	5	6	3	--	--	12
Superintendent	7.1	3	6	10	--	--	2	--	--	15	--	--
College instructor	10.1	7	12	20	11	25	--	18	3	8	8	--
Other	2.5	9	19	10	--	--	12	--	7	15	8	12
NUMBER REPORTING	971	156	14	9	15	2	25	12	10	11	10	21

T A B L E 11

TOTAL EXPERIENCE IN SCHOOL WORK

YEARS	National Sample	Georgia Sample	GEORGIA CONGRESSIONAL DISTRICTS									
			1	2	3	4	5	6	7	8	9	10
	%	%	%	%	%	%	%	%	%	%	%	%
9 or less	16.0	31.0	24.0	30.0	28.0	33.0	12.0	35.0	33.0	31.0	66.0	41.0
10 - 19	50.0	31.0	37.0	50.0	39.0	--	35.0	41.0	33.0	15.0	33.0	12.0
20 - 29	21.5	21.0	12.0	10.0	22.0	--	35.0	12.0	13.0	31.0	--	33.0
30 - 39	9.4	16.0	19.0	--	11.0	66.0	15.0	12.0	17.0	23.0	--	12.0
40 or more	3.1	2.0	6.0	10.0	--	--	2.0	--	3.0	--	--	--
Median	16	15	15	13	15	25	20	16	14	20	7	15
NUMBER REPORTING	1266	182	16	10	18	3	40	17	30	13	11	24

How many years of experience have you had in elementary classroom teaching? (table 12)

About 6 in 100 (5.9 percent) of the assistant principals in the national sample and 17 in 100 (17 percent) in the Georgia sample reported no experience in elementary school classrooms.

Proportionately, there were over three times as many assistant principals in Georgia with from 0 year experience to 1 year experience in elementary classrooms as there were in the national sample. The fifth Georgia congressional district had a lower percentage (12 percent) of assistant principals with 0 to 1 year experience in elementary classrooms in contrast to the first Georgia congressional district which had 44 percent of its assistant principals in this category. The sixth Georgia congressional district had the largest percentage (53 percent) of assistant principals with 2 - 9 years experience in elementary classrooms in

contrast to the first district which had the lowest percentage (19) of assistant principals with 2 - 9 years experience in this area.

In the national sample the median years of experience in elementary classrooms was 10 years, whereas it was only 8 years in the Georgia sample. In the congressional districts the median years of experience in elementary classrooms ranged from a median of 6 years in the fourth district to 12 years in the fifth and eighth districts.

T A B L E 12

EXPERIENCE IN ELEMENTARY SCHOOL CLASSROOM TEACHING

YEARS	National Sample	Georgia Sample	GEORGIA CONGRESSIONAL DISTRICTS									
			1	2	3	4	5	6	7	8	9	10
	%	%	%	%	%	%	%	%	%	%	%	%
0 - 1	7.5	24	44	20	23	25	12	36	16	23	25	33
2 - 9	40.8	32	19	30	28	25	24	53	33	23	42	37
10 - 19	41.8	24	19	30	33	--	34	12	27	15	25	12
20 - 29	7.8	11	6	--	11	--	22	--	10	15	--	12
30 - 39	1.7	6	6	--	--	25	5	--	10	23	--	4
40 or more	.5	1	6	--	--	--	--	--	--	--	--	--
Did not respond	--	3	--	20	6	25	2	--	3	--	8	--
Median	10	8	8	8	10	6	12	8	9	12	7	8
NUMBER REPORTING	1,270	185	16	10	18	4	41	17	30	13	12	24

How many years of classroom teaching experience have you had in the secondary school? (table 13)

Whereas more than three-fourths (76.2 percent) of the national sample of assistant principals had not taught in secondary schools; in the Georgia

sample over 44 percent of the assistant principals responding had taught in the secondary schools.

In the fifth Georgia congressional district, 59 percent of the assistant principals reported that they had not had secondary school teaching experience. In the third (56 percent), the ninth (50 percent), and the tenth congressional district (46 percent), assistant principals' responses indicated that these districts in addition to the fifth did not have large percentages of assistant principals who had taught at the secondary level.

The second (80 percent), eighth (69 percent), and sixth (60 percent) all had a large percentage of assistant principals who had taught in the secondary schools.

T A B L E 13

EXPERIENCE IN SECONDARY SCHOOL CLASSROOM TEACHING

YEARS	National Sample	Georgia Sample	GEORGIA CONGRESSIONAL DISTRICTS									
			1	2	3	4	5	6	7	8	9	10
	%	%	%	%	%	%	%	%	%	%	%	%
0	76.2*	44	31	20	56	25	59	35	40	31	50	46
1	--	12	6	--	17	--	10	18	13	15	8	21
2 - 9	--	26	14	50	6	25	15	24	27	46	33	25
10 or more	--	13	19	30	22	25	10	18	10	8	--	8
Did not respond	--	4	--	--	--	--	7	6	10	--	8	--
NUMBER REPORTING	1,262	185	16	10	18	4	41	17	30	13	12	24

* In the national study percentages were reported only for the assistant principals who indicated that they had not taught in the secondary schools.

How many years of experience have you had as an assistant principal? (table 14)

Close to 60 in 100 (59.0 percent) of the national sample and 66 in 100 of the Georgia sample reported 3 or fewer years of experience as an assistant principal. The median was 3 years for the national sample and 2 years for the Georgia sample. In the national sample, almost 40 in 100 (39.9 percent) had 4 to 19 years experience as an assistant principal; whereas in the Georgia sample only 31 in 100 had 4 to 19 years experience as an assistant principal.

In the Georgia congressional districts the districts with the highest percentages of assistant principals reporting their total experience as assistant principals to be more than 3 years were: the fifth district (53 percent), the fourth district (50 percent), the seventh district (40 percent), and the first district (38 percent).

T A B L E 14

TOTAL EXPERIENCE AS AN ASSISTANT PRINCIPAL

YEARS	National Sample	Georgia Sample	GEORGIA CONGRESSIONAL DISTRICTS									
			1	2	3	4	5	6	7	8	9	10
	%	%	%	%	%	%	%	%	%	%	%	%
1 - 3	59.0	66	50	80	72	25	46	76	60	69	100	87
4 - 9	27.6	22	19	10	28	25	41	24	17	15	0	8
10 - 19	12.3	9	19	10	0	25	12	0	13	15	0	--
20 - 29	1.1	4	0	0	0	0	0	0	10	0	0	--
30 - 39	.1	0	0	0	0	0	0	0	0	0	0	--
40 or more	0	0	0	0	0	0	0	0	0	0	0	--
Did not respond	0	--	12	--	--	25	--	--	--	--	--	4
Median	3	2	2	3	3	1	2	3	2	2	2	2
NUMBER REPORTING	1,262	185	16	10	18	4	41	17	30	13	12	24

What is your highest earned college degree? (table 15)

In the national sample 70 in 100 (70.3 percent) had the M.A. degree and 86 in 100 (86.1 percent) had the M.A. or higher preparation. In the Georgia sample, 43 in 100 had the M.A. degree and 54 in 100 had the M.A. or higher preparation. The Georgia sample is considerably behind the national sample in the above matter pertaining to college degrees at the M.A. and above level.

In the Georgia congressional districts, the districts reporting the highest percentages of assistant principals who had the M.A. or higher preparation are: the second district (80 percent), the sixth district (77 percent), the ninth district (75 percent), and the eighth district (69 percent). All the districts but the second and fourth had assistant principals who had reported a higher than the M.A. preparation.

T A B L E 15

HIGHEST EARNED COLLEGE DEGREE REPORTED

DEGREE	National Sample	Georgia Sample	GEORGIA CONGRESSIONAL DISTRICTS									
			1	2	3	4	5	6	7	8	9	10
	%	%	%	%	%	%	%	%	%	%	%	%
No college degree	.4	1	--	--	--	--	--	6	--	--	--	--
Diploma (2 years)	.6	2	--	--	--	--	--	6	7	8	--	--
A. B.	12.9	44	56	20	50	25	49	12	67	23	17	50
M. A.	70.3	43	25	80	44	50	39	65	23	54	58	42
Professional diploma (6 years)	14.6	11	12	--	6	--	10	12	3	15	17	8
Doctor's	1.2	--	--	--	--	--	--	--	--	--	--	--
Did not respond	--	--	6	--	--	--	--	--	--	--	--	--
NUMBER REPORTING	1,268	185	16	10	18	4	41	17	30	13	12	24

What is your major field of graduate college study? (table 16)

In the national study nearly 97 in 100 (96.9 percent) of the assistant principals reported having done graduate study. In Georgia 85 in 100 assistant principals reported having done graduate study.

About 72 in 100 (72.3 percent) of the assistant principals in the national sample did their graduate work in some aspect of elementary specialization whereas only 45 in 100 of the Georgia assistant principals did graduate study in some area of elementary specialization.

The Georgia congressional districts where assistant principals reported the greatest concentration of graduate study in some area of elementary specialization are as follows: the ninth district, 75 percent; the eighth district, 62 percent; the fifth district, 59 percent; the seventh district, 41 percent; and the third district 40 percent.

T A B L E 16

MAJOR FIELD OF GRADUATE WORK BY ASSISTANT PRINCIPAL

AREA	National Sample	Georgia Sample	GEORGIA CONGRESSIONAL DISTRICTS									
			1	2	3	4	5	6	7	8	9	10
	%	%	%	%	%	%	%	%	%	%	%	%
No grad. work or specialty	3.1	15	25	--	--	--	17	12	30	--	--	25
Elem. school administration	47.5	22	19	10	11	--	22	12	17	46	50	29
Sec. school administration	--	5	--	10	--	25	2	6	3	8	--	8
General school administration	16.4	20	12	30	39	--	15	47	7	15	17	17
Elementary instruction	18.6	18	12	30	22	25	27	6	17	8	25	8
Elementary supervision	6.2	5	--	--	--	--	10	6	7	8	--	4
Other	8.2	16	32	20	28	50	7	11	19	15	8	9
Median												
NUMBER REPORTING	1,260	185	16	10	18	4	41	17	30	13	12	24

How many hours per week do you devote to professional growth activities? (table 17)

In the questionnaire sent to assistant principals in the national sample, one question asked for a report of the percent of the week given to major functions. They were also asked to indicate the percent of time they gave to self-improvement. In brief, 64.3 percent of the total sample gave some portion of the workweek to self-improvement activities.

In the questionnaire sent to assistant principals in the Georgia sample, one question asked how many hours on the average they devoted to professional growth activities. Six in 100 of the Georgia assistant principals did not devote any time to these activities. In the Georgia sample 93 assistant principals in 100 devoted 1 to 14 hours per week to professional growth activities; 52 in 100 devoted 1 to 4 hours; 28 in 100 devoted 5 to 9 hours; and, 13 in 100 devoted 10 to 14 hours.

In the reports from the Georgia congressional districts the largest percentage of assistant principals devoted 1 to 4 hours to professional growth activities. These percentages ranged from 22 percent in the third district to 73 percent in the seventh district. Forty-six to 54 percent of the other eight district assistant principals reported spending between 1 to 4 hours on professional growth activities. In the category of spending 5 to 9 hours on professional growth activities the range of percentages was 8 percent in the ninth district to 50 percent of the assistant principals spending this much time in the third district. The third (72 percent), the sixth (47 percent), the eighth (46 percent), the fifth (44 percent), and the second (40 percent) districts seemed to provide the greatest opportunity for spending from 5 to 14 hours per week on professional growth activities.

T A B L E 17

HOURS PER WEEK DEVOTED TO PROFESSIONAL GROWTH ACTIVITIES

HOURS	National Sample	Georgia Sample	GEORGIA CONGRESSIONAL DISTRICTS									
			1	2	3	4	5	6	7	8	9	10
	%	%	%	%	%	%	%	%	%	%	%	%
None	--	6	12	10	6	--	2	6	--	8	17	8
1 - 4	*	52	50	50	22	50	54	47	73	46	50	54
5 - 9	--	28	10	40	50	25	32	35	10	31	8	25
10 - 14	--	13	12	--	22	--	12	6	13	15	25	12
15 - 19	--	1	31	40	72	25	44	47	23	46	31	37
20 or more	--	--	--	--	--	--	--	--	--	--	--	--
Did not respond	--	1	6	--	--	25	--	--	3	--	--	--
NUMBER REPORTING	--	185	16	10	18	4	41	17	30	13	12	24

* The national study reported this activity as <u>percent</u> of workweek devoted to professional growth activities so no comparism with the Georgia sample can be made in this area.

What is your status with regard to state certification? (table 18)

In the national survey 61.1 percent held an administrative certificate of some kind. About one-third (36.4 percent) held a teachers' certificate.

In the Georgia survey 45 percent held an administrative certificate and 51 percent held a teacher's certificate only. Eighty percent of the seventh congressional district assistant principals held teaching certificates only. The other districts with large percentages of assistant principals holding teachers' certificates were: the fifth congressional district (61 percent); the tenth district (54 percent); the first and second districts (50 percent); and the third district (44 percent). The three districts which reported the highest percentages of assistant principals with administrative certificates were: the ninth, (75 percent); the sixth (71 percent); and the eight (69 percent).

T A B L E 18

STATE CERTIFICATION OF ASSISTANT PRINCIPALS

TYPE OF CERTIFICATE	National Sample	Georgia Sample	GEORGIA CONGRESSIONAL DISTRICTS									
			1	2	3	4	5	6	7	8	9	10
	%	%	%	%	%	%	%	%	%	%	%	%
Teachers certificate	36.4	51	50	50	44	25	61	12	80	31	25	54
Administrative certificate	61.1	45	37	40	56	50	37	71	20	69	75	42
Supervisor's certificate	--	1	6	--	--	--	--	--	--	--	--	4
Other	2.5	--	--	--	--	--	--	--	--	--	--	--
Did not respond	--	2	--	--	--	--	--	12	--	--	--	--
NUMBER REPORTING	1,112	185	16	10	18	4	41	17	30	13	12	24

In which state and national associations do you hold membership? (table 19)

Nationwide, a larger percentage of assistant principals held memberships in: the state association of elementary school principals, 28.9 percent at the national level as compared to 16 percent for Georgia's assistant principals; the National Association of Elementary School Principals, 15.7 percent at the national level as compared to 4 percent for Georgia's assistant principals'; the Association of Supervision and Curriculum Development 8.7 percent at the national level as compared to 3 percent for Georgia; and 10.9 percent of assistant principals in the national survey held membership in the American Federation of Teachers as compared to 1 percent of the assistant principals in Georgia.

The two associations in which the percentage of Georgia assistant principals was higher than it was for assistant principals at the national level were: state education association (Georgia; 86 percent--National 55.5 percent) and NEA (Georgia 61 percent--National 54.5 percent).

At the Georgia congressional district level a high percent of assistant principals from each of the districts indicated that they belong to GAE. The first, the fourth, and the sixth districts each reported 100 percent membership in the National Association of Elementary School Principals. The districts with the largest percentages of assistant principals belonging to GAESP were: the fourth district--50 percent; the sixth district--47 percent; the eighth district--46 percent; and, the second district--40 percent.

TABLE 19

MEMBERSHIP OF ASSISTANT PRINCIPALS IN STATE AND NATIONAL ORGANIZATIONS

ORGANIZATIONAL MEMBERSHIP	National Sample	Georgia Sample	GEORGIA CONGRESSIONAL DISTRICTS									
			1	2	3	4	5	6	7	8	9	10
	%	%	%	%	%	%	%	%	%	%	%	%
State assn. of elem. school principals	28.9	16	12	40	11	50	2	47	10	46	17	4
General state education association	55.5	86	87	70	83	75	93	82	83	--	67	87
National edu. association (NEA)	54.5	61	44	50	72	50	85	65	53	38	67	50
National assn. of Elem. School prin. (NAESP)	15.7	4	100	20	6	100	5	100	3	8	--	--
Assn. of Supv. and Curriculum Dev. (ASCD)	8.7	3	6	--	--	25	7	6	--	--	--	--
Dept. of Elem. Kindergarten, and Nursery Edu.	3.0	2	--	--	--	25	2	100	3	8	--	4
American Federation of Teachers	10.9	1	--	--	--	25	--	100	--	--	--	8
NUMBER REPORTING	1,270	185	16	10	18	4	41	17	30	13	12	24

CHAPTER 3

WORKING CONDITIONS

The purpose of this chapter is to study the conditions under which assistant elementary school principals work. Included are matters such as the size of the schools where elementary principals are employed, terms of employment, hours of work, and related matters.

In what congressional district is your school located? (table 24)

In the survey the largest numbers of assistant principals were found in the fifth, the seventh, and the tenth congressional districts. One-fifth of the respondents came from Fulton County which includes Atlanta City Public Schools and the Fulton County Public Schools. The congressional district with the smallest number of assistant principals appears to be the fourth congressional district.

TABLE 24

LOCATION OF REPORTING SCHOOLS

	Georgia Sample	GEORGIA CONGRESSIONAL DISTRICTS									
		1	2	3	4	5	6	7	8	9	10
NUMBER REPORTING	185	16	10	18	4	41	17	30	13	12	24
PERCENTAGE REPORTING	100.0	8.11	4.86	9.19	1.08	21.08	9.19	14.59	7.03	5.95	11.3

How would you describe your school? (table 25)

The Georgia Assistant Elementary School Principals as reported in this study are divided rather evenly among urban, suburban, and rural schools. The urban category was somewhat smaller than the other two with twenty-one percent of the responses. The suburban and rural categories received thirty-seven and thirty-nine percent respectively.

TABLE 25

DESCRIPTIONS OF SCHOOLS

TYPE	Georgia Sample	GEORGIA CONGRESSIONAL DISTRICTS									
		1	2	3	4	5	6	7	8	9	10
	%	%	%	%	%	%	%	%	%	%	%
Urban	21	31	10	33	25	41	6	10	15	8	8
Suburban	37	12	30	28	50	46	59	43	23	33	29
Rural	39	56	60	39	25	12	29	37	54	68	62
Did not respond	3	--	--	--	--	--	6	10	8	--	--
NUMBER REPORTING	185	16	10	18	4	41	17	30	13	12	24

What grades are included in your school (for example K-6)? (table 26)

As reported in the survey two-thirds of the assistant elementary school principals in Georgia serve K-6 elementary schools. An additional twenty percent serve schools that contain grades six, seven and eight. Most of these schools are called middle schools and were included in the survey because they served elementary age children. The remaining ten percent of the respondents serve schools housing grades K-12.

TABLE 26

GRADES INCLUDED IN REPORTING SCHOOLS

GRADES	Georgia Sample	GEORGIA CONGRESSIONAL DISTRICTS									
		1	2	3	4	5	6	7	8	9	10
	%	%	%	%	%	%	%	%	%	%	%
K - 6	68	37	70	78	75	93	88	43	54	50	71
6 - 7 - 8	22	31	10	17	--	2	--	50	38	42	21
K - 12	9	31	10	6	--	5	12	7	8	8	4
Did not respond	2	--	10	--	25	--	--	--	--	--	4
NUMBER REPORTING	185	16	10	18	4	41	17	30	13	12	24

What is the total regular enrollment in your school? (table 27)

The enrollments in the Georgia schools were significantly smaller than those reported in the national survey of Assistant Elementary School Principals. Sixty percent of the Georgia schools having assistant elementary school principals had enrollments of seven hundred or less whereas twenty-seven percent of the schools across the nation with assistant principals had enrollments of seven hundred or less. Nationally, nearly forty percent of the reporting schools had one thousand students or more but in Goergia, only eleven percent of the schools had one thousand or more students.

No pattern of placing assistant principals in large schools or medium sized schools appeared in the data from any congressional district. It was apparent that some basis other than school enrollment was used to make decisions regarding the assignment of assistant principals to schools.

T A B L E 27

REPORTED ENROLLMENTS IN SCHOOLS

ENROLLMENTS	National Sample	Georgia Sample	GEORGIA CONGRESSIONAL DISTRICTS									
			1	2	3	4	5	6	7	8	9	10
	%	%	%	%	%	%	%	%	%	%	%	%
Less than 100	.3	1	--	--	--	--	2	--	--	--	--	--
100 - 399	6.6	20	31	20	11	25	39	6	13	15	17	8
400 - 699	19.8	39	34	30	33	25	29	41	53	62	17	42
700 - 999	35.7	29	19	30	50	--	15	29	27	15	58	42
1000 or more	37.7	11	6	20	6	50	12	24	7	8	8	8
Did not Respond	--	1	--	--	--	--	2	--	--	--	--	--
NUMBER REPORTING	1,253	185	16	10	18	4	41	17	30	13	12	24

At what total pupil enrollment should an elementary school have a full-time assistant principal? (table 28)

Although the national study of Assistant Elementary School Principals differed significantly from the Georgia study in relationship to the schools actually having assistant principals, the two studies were remarkably similar in regards to the desirable school size for an assistant principal. On the basis of medians, both groups of assistant principals recommended that schools with enrollments of four hundred to seven hundred should have a full-time assistant principal. Approximately thirty percent of both groups felt that an elementary school should have a minimum enrollment of seven hundred or more before having a full-time assistant principal while ten percent would establish such positions with schools with enrollments of less than four hundred.

TABLE 28

RECOMMENDED SCHOOL SIZE REQUIRING FULL-TIME ASSISTANT PRINCIPAL

ENROLLMENTS	National Sample	Georgia Sample	GEORGIA CONGRESSIONAL DISTRICTS									
			1	2	3	4	5	6	7	8	9	10
	%	%	%	%	%	%	%	%	%	%	%	%
Below 100	.1	--	--	--	--	25	--	--	--	--	--	--
100 - 399	10.8	8	12	--	--	25	15	6	3	15	--	8
400 - 699	57.3	54	50	30	67	--	44	59	57	54	83	62
700 - 999	26.5	28	25	50	33	25	29	29	27	15	17	25
1000 or more	5.3	6	--	20	--	25	12	--	7	--	--	--
Did not respond	--	4	12	--	--	--	--	6	7	15	--	4
NUMBER REPORTING	1,146	185	16	10	18	4	48	17	30	13	12	24

How many full-time classroom teaching positions are there in your school? Do not count your own position. (table 29)

When the Georgia and national studies are compared on the basis of school size as determined by full-time classroom teaching positions in schools having assistant principals, the Georgia schools again are smaller. The median size school in Georgia has twenty-five full-time classroom teaching positions as reported in this survey. The median size school across the nation with an assistant principal in the national survey report has approximately thirty classroom teaching positions. The observation noted earlier in this chapter regarding assistant principals being assigned to both small and large size schools in almost equal proportion is born out in this analysis of teaching positions.

T A B L E 29

FULL-TIME CLASSROOM TEACHING POSITIONS IN REPORTING SCHOOLS

NUMBER OF POSITIONS	National Sample	Georgia Sample	GEORGIA CONGRESSIONAL DISTRICTS									
			1	2	3	4	5	6	7	8	9	10
	%	%	%	%	%	%	%	%	%	%	%	%
Below 5	.6	1	--	--	--	--	2	--	--	--	--	--
5 - 14	7.4	19	13	20	11	50	37	6	20	15	17	8
15 - 24	20.0	30	31	30	41	25	32	18	37	8	17	38
25 - 34	32.1	32	44	20	41	--	12	53	33	62	50	25
35 - 44	20.4	10	6	10	6	--	5	18	7	15	17	17
45 - 54	9.7	5	--	--	6	25	5	6	3	--	--	13
55 or more	9.9	3	6	20	--	--	7	--	--	--	--	--
NUMBER REPORTING	1,246	185	16	10	18	4	41	17	30	13	12	24

How would you characterize the neighborhood your school serves? (table 30)

In this question respondents were asked to rate the neighborhood served by the schools as being above average, average, or below average economically. Nearly ninety percent of the schools served neighborhoods that were rated average or below average economically by the assistant principals. The findings closely paralleled those of the national study. There was no evidence of regional differences within the state.

TABLE 30

TYPES OF SCHOOLS SERVED BY SCHOOLS WITH ASSISTANT PRINCIPALS

TYPE	National Sample	Georgia Sample	GEORGIA CONGRESSIONAL DISTRICTS									
			1	2	3	4	5	6	7	8	9	10
	%	%	%	%	%	%	%	%	%	%	%	%
Above average economically	14.3	10	--	--	--	25	24	18	10	--	17	--
Average economically	40.3	44	50	--	44	25	41	47	53	38	50	46
Below average economically	45.3	44	50	100	56	25	34	35	30	62	33	50
Did not respond	--	2	--	--	--	25	--	--	7	--	--	4
NUMBER REPORTING	1,257	185	16	10	18	4	41	17	30	13	12	24

How would you characterize the human relation situation in your student body? (table 31)

Significantly fewer tensions and persistent behavior problems were reported by the Georgia assistant principals when their responses were compared with those of their counterparts across the nation. Ninety-three percent of the Georgia assistant principals reported that their schools had no or infrequent tensions and problems. A significant finding in the national study was that nearly nineteen percent of the assistant principals reported frequent tensions and difficult behavior problems existing in the schools that they served. In Georgia, only six percent of the sample responded in a similar way.

TABLE 31

HUMAN RELATIONS SITUATION IN STUDENT BODIES OF SCHOOLS

SITUATIONS	National Sample	Georgia Sample	GEORGIA CONGRESSIONAL DISTRICTS									
			1	2	3	4	5	6	7	8	9	10
	%	%	%	%	%	%	%	%	%	%	%	%
No serious tensions or persistent behavior problems	38.5	56	75	80	44	50	39	59	57	54	75	58
Periodic tensions and temporary behavior problems	42.8	38	25	10	44	25	49	35	37	46	25	37
Frequent tensions and difficult behavior problems	18.6	6	--	10	11	--	12	6	3	--	--	4
Did not respond	--	1	--	--	--	25	--	--	3	--	--	--
NUMBER REPORTING	1,256	185	16	10	18	4	41	17	30	13	12	24

What is the term of your employment each school year? (table 32)

Most of the assistant principals in Georgia as reported in this survey are employed for terms of less than eleven months. A significant difference between the Georgia study and the national studies was found in the "nine but less than ten calendar months" category. In Georgia, forty-four percent of the assistant principals indicated that this was the length of their term of emplcyment. It the national study, only 5.2 percent of the respondents indicated such a term. It is evident that the assistant principal in Georgia is far more likely than his national counterpart to be employed for

the same term as the classroom teacher. Across the nation, two-thirds of the assistant principals are employed for a term of ten to eleven calendar months while in Georgia only one-third has such a contract.

TABLE 32

ANNUAL TERM OF EMPLOYMENT OF ASSISTANT PRINCIPALS

MONTHS IN TERM	National Sample	Georgia Sample	GEORGIA CONGRESSIONAL DISTRICTS									
			1	2	3	4	5	6	7	8	9	10
	%	%	%	%	%	%	%	%	%	%	%	%
9 but less than 10	5.2	44	44	60	61	25	46	59	37	31	42	54
10 but less than 11	67.1	36	25	40	28	25	29	35	60	38	42	25
11 but less than 12	13.9	1	--	--	--	--	2	6	--	--	--	--
12 months	13.9	18	31	--	11	25	22	--	--	31	8	17
Did not respond	--	2	--	--	--	25	--	--	3	--	8	4
NUMBER REPORTING	1,261	185	16	10	18	4	41	17	30	13	12	24

How many weeks in the summer are available to you for vacation, workshops, study, etc.? (table 33)

The responses to this question mirror those found in Table 32. Essentially, assistant principals in Georgia and across the nation have summer vacation periods similar to those enjoyed by classroom teachers. Within Georgia, the fourth and sixth congressional district assistant principals were more likely to be on eleven month contracts than those in the other districts.

TABLE 33

NUMBER OF WEEKS IN SUMMER AVAILABLE FOR RECREATION AND STUDY

NUMBER OF WEEKS	National Sample	Georgia Sample	GEORGIA CONGRESSIONAL DISTRICTS									
			1	2	3	4	5	6	7	8	9	10
	%	%	%	%	%	%	%	%	%	%	%	%
None	3.6	--	--	--	--	--	--	--	--	--	--	--
1 - 2	1.5	11	12	--	--	25	5	47	3	8	--	21
3 - 4	10.6	9	6	20	--	25	7	12	7	23	8	8
5 - 6	7.4	8	--	20	11	--	17	6	7	--	8	--
7 - 8	26.7	19	19	10	22	--	15	24	13	15	33	25
9 - 10	42.6	41	37	30	33	25	56	6	20	8	--	4
11 or more	7.6	11	25	20	33	--	--	6	20	8	--	4
Did not respond	--	1	--	--	--	25	--	--	7	--	--	--
NUMBER REPORTING	1,270	185	16	10	18	4	41	17	30	13	12	24

On the average, how many hours do you spend at school each week? (table 34)

Georgia assistant principals reported spending more hours at school each week than their national counterparts. The national median hours per week was thirty-eight while in Georgia the median was forty-three hours per week. The number of hours spent at school by assistant principals was spread evenly throughout all the congressional districts of Georgia.

T A B L E 34

AVERAGE NUMBER OF HOURS PER WEEK SPENT AT SCHOOL

HOURS PER WEEK	National Sample	Georgia Sample	GEORGIA CONGRESSIONAL DISTRICTS									
			1	2	3	4	5	6	7	8	9	10
	%	%	%	%	%	%	%	%	%	%	%	%
Less than 30 hours	1.1	--	--	--	--	--	--	--	--	--	--	--
30 - 35	15.9	1	--	--	--	--	--	--	--	--	8	4
36 - 41	34.7	39	75	40	44	--	51	18	39	23	25	29
42 - 47	32.9	48	19	60	44	50	39	53	51	69	50	58
48 or more	15.4	11	6	--	11	25	10	29	10	8	17	8
Did not respond	--	1	--	--	--	25	--	--	--	--	--	--
NUMBER REPORTING	1,265	185	16	10	18	4	41	17	30	13	12	24

In addition to hours at school, how many hours do you give to school related activities each week? (table 35)

Georgia and national assistant elementary school principals spend approximately six to eight additional hours each week on school related activities. Assistant principals in the seventh congressional district reported spending significantly greater amounts of time outside of school on such activities. The median amount of time in the seventh district was thirteen hours.

It is difficult to establish a definition of an extra load for the principal. If an eight hour work day is assumed to be a normal load, the assistant principals of the state and nation are carrying a substantial overload. Throughout the nation the average extra load would be five hours per week while in Georgia it would be approximately nine hours per week.

TABLE 35

AVERAGE NUMBER OF HOURS OTHER THAN REGULAR HOURS SPENT IN SCHOOL-RELATED ACTIVITIES

HOURS PER WEEK	National Sample	Georgia Sample	GEORGIA CONGRESSIONAL DISTRICTS									
			1	2	3	4	5	6	7	8	9	10
	%	%	%	%	%	%	%	%	%	%	%	%
Less than 6 hours	55.5	44	56	60	50	50	24	59	--	54	58	46
6 - 8	14.5	31	31	10	33	--	34	29	--	31	33	29
9 - 11	20.9	13	6	--	11	--	24	--	37	8	8	21
12 - 14	3.5	7	--	20	6	25	10	12	50	8	--	--
15 - 17	3.5	2	6	10	--	--	2	--	10	--	--	--
18 - 20	1.3	1	--	--	--	--	--	--	--	--	--	4
21 or more	.9	1	--	--	--	--	2	--	--	--	--	--
Did not respond	--	2	--	--	--	25	2	--	3	--	--	--
NUMBER REPORTING	1,170	185	16	10	18	4	41	17	30	13	12	24

On the basis of the average week devoted directly to school work, what percent do you give to each of the following areas? (tables 36A - 36G)

Tables 36A - 36G reflect the responses of georgia assistant principals to the question of how much of their work week is devoted to classroom teaching, clerical, administration, supervision, curriculum development, community work, and self-improvement. These responses are compared in the tables with those of the national sample taken in 1968-69.

Classroom Teaching. The Georgia elementary assistant principals spent considerably more time in teaching duties than their national counterparts (Table 36A). In Georgia, forty-two percent of the assistant principals indicated they spent no time in regular teaching duties while nearly seventy

percent of the national sample responded similarly. Congressional districts with the largest porportion of assistant principals spending eighty percent of their time or more in the classrooms were the fifth and ninth. In the ninth congressional district, it appeared that assistant principals spent either no time or full-time in the classroom.

Fifty percent of the Georgia principals spent less than twenty percent of their time in classroom instructional duties. This would mean that half of the assistant principals in the state are spending no more than one hour per day teaching students.

T A B L E 36A

PERCENT OF THE AVERAGE WORKWEEK GIVEN TO REGULAR CLASSROOM TEACHING

PERCENT OF WEEK	National Sample	Georgia Sample	GEORGIA CONGRESSIONAL DISTRICTS									
			1	2	3	4	5	6	7	8	9	10
	%	%	%	%	%	%	%	%	%	%	%	%
None	68.9	42	44	40	39	75	37	94	17	38	58	38
1 - 19	10.7	9	13	10	--	--	2	6	17	15	8	17
20 - 39	2.8	8	13	--	11	--	5	--	7	15	--	17
40 - 59	2.5	7	6	10	6	25	7	--	13	8	--	4
60 - 79	5.1	10	--	20	22	--	10	--	20	8	--	8
80 or more	9.9	24	25	20	22	--	39	--	27	15	33	16
NUMBER REPORTING	1,270	185	16	10	18	4	41	17	30	13	12	24

Clerical. Clerical tasks such as bookkeeping, making reports, and collecting money have long been the "thorn in the flesh" of school administrators. Assistant principals in Georgia and across the nation have not escaped such tasks (Table 36B). Sixty-two percent of the Georgia assistant

principals and fifty-seven percent of the national assistant principals reported spending up to twenty percent of their time each week on clerical tasks. A bright spot was noted by both groups of assistant principals in that more than one fourth of both groups reported that none of their workweek was devoted to clerical tasks. The congressional districts in which the highest proportion of respondents indicated spending no time on clerical tasks were the first, the second, the fourth, and ninth. The congressional district in which assistant principals were spending the largest percentage of their week on clerical tasks was the third.

T A B L E 36B

PERCENT OF AVERAGE WORKWEEK GIVEN TO CLERICAL DUTIES

PERCENT OF WEEK	National Sample	Georgia Sample	GEORGIA CONGRESSIONAL DISTRICTS									
			1	2	3	4	5	6	7	8	9	10
	%	%	%	%	%	%	%	%	%	%	%	%
None	26.1	29	50	40	17	75	24	12	27	23	42	33
1 - 19	56.5	62	44	60	44	25	76	71	70	62	50	58
20 - 39	14.4	7	6	--	28	--	--	6	3	15	8	8
40 - 59	2.6	1	--	--	5	--	--	6	--	--	--	--
60 - 79	.2	1	--	--	5	--	--	--	--	--	--	--
80 or more	.0	1	--	--	--	--	--	6	--	--	--	--
NUMBER REPORTING	1,270	185	16	10	18	4	41	17	30	13	12	24

Administration. Assistant principals in Georgia and across the nation reported spending large amounts of their workweek in duties defined as administration (Table 36C). These duties included managing the school, working with auxilary staff members, handling student discipline problems

and so forth. Excluding the proportion of the sample which indicated that no time was spent in administrative duties, the national sample of assistant principals indicated spending approximately forty-five percent of the workweek on administrative duties. The Georgia sample indicated a slightly smaller percentage, thirty-seven percent.

Some slight variation was reported between the Georgia congressional districts. The assistant principals in districts five and seven reported smaller percentages of their workweek devoted to administrative matters than the other eight districts. The assistant principals in district six reported the highest percentage of the workweek devoted to administrative duties.

T A B L E 36C

PERCENT OF AVERAGE WORKWEEK GIVEN TO ADMINISTRATION

PERCENT OF WEEK	National Sample	Georgia Sample	GEORGIA CONGRESSIONAL DISTRICTS									
			1	2	3	4	5	6	7	8	9	10
	%	%	%	%	%	%	%	%	%	%	%	%
None	7.4	15	25	10	11	50	24	6	20	8	8	--
1 - 19	18.8	36	31	40	33	--	46	6	50	31	33	38
20 - 39	23.3	16	6	20	33	--	7	18	20	31	17	13
40 - 59	28.0	17	19	30	22	25	7	35	10	23	17	17
60 - 79	16.3	10	13	--	--	25	7	18	--	8	17	25
80 or more	6.2	5	6	--	--	--	7	18	--	--	8	8
NUMBER REPORTING	1,270	185	16	10	18	4	41	17	30	13	12	24

Supervision and Coordination of Instruction. A major discrepancy between the national and Georgia sample of assistant principals was noted in the area of supervision (Table 36D). Fifteen percent of the national sample indicated that no time was spent supervising instruction while thirty-three percent of the Georgia sample made a similar response. Since supervising instruction has been a major objective of the Elementary Principals Association for more than forty years, this is a statistic that requires careful attention. The larger, metropolitan school districts as reported appear to have a greater problem than the more rural districts. The assistant principals in congressional districts four, five, and seven, indicated no time spent supervising instruction in seventy percent, forty-four percent, and forty-three percent of the cases respectively. Following close behind these congressional districts was district number three with seventy-seven percent of the assistant principals reporting spending less than twenty percent of their time supervising instruction. The congressional districts in which the assistant principals reported spending the greatest proportion of their time supervising instruction were the second, the sixth, the eighth, and the ninth.

T A B L E 36D

PERCENT OF AVERAGE WORKWEEK GIVEN TO SUPERVISION

PERCENT OF WEEK	National Sample	Georgia Sample	GEORGIA CONGRESSIONAL DISTRICTS									
			1	2	3	4	5	6	7	8	9	10
	%	%	%	%	%	%	%	%	%	%	%	%
None	15.4	33	31	20	17	75	44	24	43	15	33	29
1 - 19	38.0	39	38	40	61	25	37	35	43	38	17	42
20 - 39	33.5	19	13	30	11	--	10	24	13	46	50	21
40 - 59	10.1	4	--	10	11	--	5	12	--	--	--	4
60 - 79	2.4	3	19	--	--	--	2	6	--	--	--	4
80 or more	.7	1	--	--	--	--	2	--	--	--	--	--
NUMBER REPORTING	1,270	185	16	10	18	4	41	17	30	13	12	24

Curriculum Development. Assistant elementary principals were not thought to be curriculum specialists either in the national study or in the Georgia study (Table 36E). Ninety percent of both samples reported spending less than twenty percent of the workweek on curriculum development activities that included working with committees of teachers on courses of study, selecting textbooks, developing instructional materials, and so forth. Twenty-seven percent of the national sample indicated that no time was spent during the week on such activities.

These figures again underline the problem mentioned above in the supervision section. Elementary administrators do not appear to be spending large proportions of their time on instructional matters. The exigencies of daily operation seem always to intervene and to take a temporarily higher priority.

T A B L E 36E

PERCENT OF AVERAGE WORKWEEK GIVEN TO CURRICULUM DEVELOPMENT

PERCENT OF WEEK	National Sample	Georgia Sample	GEORGIA CONGRESSIONAL DISTRICTS									
			1	2	3	4	5	6	7	8	9	10
	%	%	%	%	%	%	%	%	%	%	%	%
None	27.0	39	50	40	28	50	44	35	43	23	42	38
1 - 19	63.6	52	39	40	67	50	51	59	50	62	50	50
20 - 29	8.9	8	--	20	6	--	5	6	7	15	8	13
40 - 59	.4	1	11	--	--	--	--	--	--	--	--	--
60 - 79	.1	--	--	--	--	--	--	--	--	--	--	--
80 or more	.0	--	--	--	--	--	--	--	--	--	--	--
NUMBER REPORTING	1,270	185	16	10	18	4	41	17	30	13	12	24

Community Work. Various evidence points to the fact that school administrators need to be more sensitive to the needs of the neighborhoods served by their schools. Twenty-eight percent of the national sample of assistant principals and thirty-nine percent of the Georgia sample indicated spending no time on community work. An additional sixty-nine percent of the national sample and fifty-seven percent of the Georgia sample indicated spending less than twenty percent of their week working with parents, civic groups, and so forth (Table 36F).

A possible reason for these results is that the principal is typically considered as the primary contact with the community. The assistant principal is normally more concerned with events within the school. The results of this analysis substantiate the conclusion of Table 35 in which assistant principals indicated spending a number of out of school hours on school related activities each week.

T A B L E 36F

PERCENT OF THE AVERAGE WORKWEEK GIVEN TO COMMUNITY WORK

PERCENT OF WEEK	National Sample	Georgia Sample	GEORGIA CONGRESSIONAL DISTRICTS									
			1	2	3	4	5	6	7	8	9	10
	%	%	%	%	%	%	%	%	%	%	%	%
None	27.6	39	69	50	44	75	32	12	37			
1 - 19	69.0	57	31	50	55	25	61	88	53			
20 - 39	3.3	4	--	--	--	--	7	--	10			
40 - 59	.2	--	--	--	--	--	--	--	--			
60 - 79	.0	--	--	--	--	--	--	--	--			
80 or more	.0	--	--	--	--	--	--	--	--			
NUMBER REPORTING	1,270	185	16	10	18	4	41	17	30			

Self-Improvement. Assistant elementary principals simply had little time to spend on workshops, study, and research (Table 36G). One out of three assistant principals in both samples indicated that he spent no time each week on such self-improvement activities. The other two-thirds of the samples indicated spending less than twenty percent of their time on such activities.

Part of the reason for the seeming lack of interest in self-improvement can be found in Table 33. It was noted that the vast majority of the assistant principals in Georgia had two months or more each summer for study, vacation and so forth. It seems reasonable to assume, therefore, that most elementary assistant principals reserve self-improvement activities for the summer months.

T A B L E 36G

PERCENT OF AVERAGE WORKWEEK GIVEN TO SELF-IMPROVEMENT

PERCENT OF WEEK	National Sample	Georgia Sample	GEORGIA CONGRESSIONAL DISTRICTS									
			1	2	3	4	5	6	7	8	9	10
	%	%	%	%	%	%	%	%	%	%	%	%
None	35.7	32	44	30	33	75	27	24	33	23	58	21
1 - 19	62.7	66	56	70	67	25	68	71	67	77	42	75
20 - 39	1.5	2	--	--	--	--	5	6	--	--	--	4
40 - 59	.1	--	--	--	--	--	--	--	--	--	--	--
60 - 79	.0	--	--	--	--	--	--	--	--	--	--	--
80 or more	.0	--	--	--	--	--	--	--	--	--	--	--
NUMBER REPORTING	1,270	[illegible]	16	10	18	4	41	17	30	13	12	24

If conditions were ideal, which of the following areas would you increase so as to make your work more effective and satisfying? (table 37)

After specifying how they actually divided their workweek, the assistant principals were asked to indicate how they would ideally like to spend their workweek. Table 37 contains a summary of their responses according to congressional districts. The sample was not large enough to provide meaningful data related to the average amount of time the assistant principals felt they should devote to each of the activities. They do reflect the priority assigned by the Georgia and national assistant principals to each of the seven activities.

In the national study two out of three assistant principals felt that more time should be spent supervising instruction. In the Georgia study one-third of the assistant principals marked this activity. The second most frequently marked activity in both samples was that of curriculum

development. Thirty percent of the respondents in the Georgia study and fourteen percent of those in the national study marked this activity. Administration and self-improvement were the third and fourth most frequently marked activities in both samples. The least frequently marked activity was clerical tasks. It seems safe to conclude that the elementary principals throughout Georgia and the nation agree that spending time on routine clerical chores is a waste of their professional knowledge and the taxpayer's money.

TABLE 37

AREAS TO WHICH ASSISTANT PRINCIPALS WOULD LIKE TO DEVOTE MORE TIME

ACTIVITY	National Sample	Georgia Sample	GEORGIA CONGRESSIONAL DISTRICTS									
			1	2	3	4	5	6	7	8	9	10
	%	%	%	%	%	%	%	%	%	%	%	%
Classroom teaching	1.9	12	19	10	17	50	10	6	23	--	17	4
Clerical tasks	.4	4	--	--	6	25	2	6	10	--	17	--
Administration	6.8	23	19	20	17	50	15	18	23	38	25	37
Supervision	65.1	36	44	60	50	25	34	29	20	28	58	33
Curriculum development	14.4	30	31	10	33	25	39	29	33	15	42	21
Community work	4.8	10	6	--	6	25	7	6	23	8	25	4
Self-improvement	6.5	18	6	20	28	25	22	18	23	8	25	12
NUMBER REPORTING	1,149	185	16	10	18	4	41	17	30	13	12	24

What kind of office do you have in your capacity as assistant principal? (table 38)

Previous studies have consistently reflected inadequate office spaces for principals and assistant principals in elementary schools. It is hard

to imagine any administrator being effective without a private space for conducting interviews, working with staff, keeping records, and so forth.

Less than half of the assistant principals in Georgia have a private office. This compares with some sixty-six percent of the assistant principals having separate offices in the national survey. An additional thirty percent of the Georgia assistant principals reported that they have only a desk in their assigned classrooms.

The assistant principals in congressional districts one, six, and ten seem to be most often housed in separate offices. Those in congressional districts five and seven were least likely to have separate offices.

T A B L E 38

OFFICE FACILITIES OF ASSISTANT PRINCIPALS

DESCRIPTION	National Sample	Georgia Sample	GEORGIA CONGRESSIONAL DISTRICTS									
			1	2	3	4	5	6	7	8	9	10
	%	%	%	%	%	%	%	%	%	%	%	%
Separate office	65.6	46	62	50	50	50	32	82	20	54	50	62
Desk in general school office	16.5	10	6	10	17	--	--	12	17	23	17	4
Classroom desk only	15.7	29	12	10	28	25	54	--	50	8	33	8
Share office	2.1	12	12	30	6	--	10	6	10	15	--	25
Did not respond	--	2	6	--	--	25	5	--	3	--	--	--
NUMBER REPORTING	1,258	185	16	10	18	4	41	17	30	13	12	24

How much secretarial help can you call on as assistant principal? (table 39)

This question along with the previous question regarding office space reflects a district's real interest in the assistant principalship. It is

very easy for a district to name a person as an assistant principal and perhaps pay him a modest stipend for doing additional work. The real test of whether or not the assistant principal is going to be an effective extension of the building's administrative staff rests in the amount of support the district provides.

Thirty percent of the Georgia assistant principals and nearly fifty percent of the national assistant principals had a full-time secretary or more. Forty-five percent of the Georgia assistant principals and twenty-four percent of the national assistant principals had no trained clerical help. It seems reasonable to assume that the high Georgia figure reflects the equally high percentage of assistant principals in Georgia who are full-time classroom teachers. On the other hand, it could also be argued that the high percentage of assistant principals who teach in the classroom would justify greater numbers of clerical personnel.

T A B L E 39

SECRETARIAL HELP AVAILABLE TO ASSISTANT PRINCIPALS

REPLY	National Sample	Georgia Sample	GEORGIA CONGRESSIONAL DISTRICTS									
			1	2	3	4	5	6	7	8	9	10
	%	%	%	%	%	%	%	%	%	%	%	%
Have no trained, paid help	23.8	45	50	50	50	50	51	12	53	38	58	29
Have equivalent of half-time secretary	27.8	22	25	30	22	--	12	29	13	31	25	33
Have equivalent of a full-time secretary	15.3	18	19	20	6	25	17	29	20	31	--	17
Have more than one secretary available as needed	33.0	11	6	--	22	--	12	18	7	--	8	21
Did not respond	--	4	--	--	--	25	7	12	7	--	8	--
NUMBER REPORTING	1,250	185	16	10	18	4	41	17	30	13	12	24

CHAPTER 4

MAJOR FUNCTIONS OF ASSISTANT PRINCIPALS

The 1968-69 national study of elementary assistant principals contained the statement that little information was available regarding the actual or desirable role of the assistant principal. The implication was that the role of the assistant principal depended upon that which was specified by the principal of the building. The purpose of this chapter is to summarize what assistant principals in Georgia believe to be their major responsibilities, how decisions are made regarding their duties, what they would like to do, what preparation has been of value to them, and their responsibility for innovations within their buildings.

What preparation or experience has contributed most to your success as an assistant principal? (table 40)

Four responses were available to the assistant principals: classroom teaching, college preparation, on-the-job experience with a competent principal, and other. The majority of the assistant principals in both the national and the Georgia study indicated that on-the-job experience with a competent principal was the experience which best prepared them to be successful assistant principals. Classroom teaching was selected by twenty-nine percent of the national sample and twenty-one percent of the Georgia assistant principals as the experience which most contributed to their success. College preparation ranked a poor third choice in the national sample and fourth in the Georgia sample. Two possible reasons for college work being held in low esteem are that very few college and universities provide specific training for the assistant principal and many of the assistant principals, particularly in Georgia, are primarily classroom teachers.

In the congressional districts that had the largest number of assistant principals, on-the-job experience was rated universally as the most valuable training for the assistant principalship. A mixed response was found in those congressional districts with small numbers of respondents.

TABLE 40

PREPARATION OR EXPERIENCE WHICH CONTRIBUTED MOST TO SUCCESS AS AN ASSISTANT PRINCIPAL

PREPARATION OR EXPERIENCE	National Sample	Georgia Sample	GEORGIA CONGRESSIONAL DISTRICTS									
			1	2	3	4	5	6	7	8	9	10
	%	%	%	%	%	%	%	%	%	%	%	%
Classroom teaching	28.5	21	25	10	7	75	12	12	33	8	33	25
College preparation	3.1	7	6	--	6	25	5	12	7	8	8	4
On-time-job experience with a competent principal	65.5	59	50	90	78	--	76	41	53	62	42	50
Other	2.9	11	19	--	--	--	7	29	--	23	17	17
Did not respond	--	2	--	--	--	--	--	6	7	--	--	4
NUMBER REPORTING	1,244	185	16	10	18	4	41	17	30	13	12	24

As an assistant principal, do you prefer to be a general administrator or a specialist? (table 41)

Georgia assistant principals generally agreed with their national counterparts in preferring to be concerned with all phases of school administration. Only one out of three respondents in the Georgia and one out of four in the national study preferred to specialize in a single phase of administration.

One might speculate about these results. Probably the strongest argument for assistant principals being exposed to all phases of a school's operation is that for the most part, assistant principals aspire to be principals. When such a promotion takes place, they wish to be as knowledgeable about all phases of administration as possible.

T A B L E 41

PREFERENCE OF ASSISTANT PRINCIPALS BETWEEN BEING A GENERAL ADMINISTRATOR OR A SPECIALIST

REPLY	National Sample	Georgia Sample	GEORGIA CONGRESSIONAL DISTRICTS									
			1	2	3	4	5	6	7	8	9	10
	%	%	%	%	%	%	%	%	%	%	%	%
I prefer to be concerned with all phases of school as an administrator (working under the principal's direction)	73.9	65	69	60	72	--	61	88	67	54	67	62
I prefer to specialize in some phase of the schools program (exercising general executive authority when the principal is absent)	26.1	31	31	40	28	50	34	12	30	31	25	37
Did not respond	--	4	--	--	--	50	5	--	3	15	8	--
NUMBER REPORTING	1,252	185	16	10	18	4	41	17	30	13	12	24

If you prefer to have a specialty, in which area would you like to be "the expert" for your school? (table 42)

The principals in the Georgia sample responded with much greater frequency than those in the national sample. Perhaps the problem was that on the questionnaire it was not clear that only those thirty-one percent who indicated a preference for specialization were to respond to this question. The data regarding specialization in the Georgia study are, therefore, not as reliable as those in the national study.

The two areas most frequently mentioned by the Georgia principals as preferred areas of specialization were pupil personnel (handling discipline, giving guidance to pupils, etc.) and supervision (observation and evaluating instruction, working with teachers on their problems, and so forth). Supervision was also mentioned in the national sample but by twice as many assistant principals. In the national sample curriculum development was the second most popular specialization while pupil personnel was third. Why the Georgia assistant principals differed so dramatically from the national sample of assistant principals is conjecture. The most plausible explanation would be that the assistant principals selected the area of specialization with which they were most familiar; the subject of the next question in this report.

TABLE 42

AREA OF SPECIALIZATION PREFERRED BY ASSISTANT PRINCIPALS

AREAS	National Sample	Georgia Sample	GEORGIA CONGRESSIONAL DISTRICTS									
			1	2	3	4	5	6	7	8	9	10
	%	%	%	%	%	%	%	%	%	%	%	%
Pupil personnel-handling discipline, giving guidance to pupils, etc.	18.6	24	25	20	11	25	20	18	37	31	17	29
Supervision-observing and evaluating instruction, working with teachers on their problems, etc.	48.8	26	44	20	44	25	22	24	7	38	25	33
Curriculum development-selecting instructions materials, preparing course materials, working with curriculum committee, etc.	24.8	8	6	10	--	--	12	12	7	8	17	4
Public relations-working with parents' groups helping laymen to understand the school program, etc.	6.5	8	6	20	11	--	7	12	7	--	8	4
Did not respond	--	34	19	30	33	50	39	35	43	23	33	29
NUMBER REPORTING	322	185	16	10	18	4	41	17	30	13	12	24

In which of the areas of specialization do you now have major responsibility? (table 43)

Over half of the assistant principals in the Georgia study indicated that they had a major responsibility in the pupil personnel area. One out of five indicated his primary responsibility was in the area of supervision. Less than ten percent indicated curriculum development or public relations as areas of primary specialization. The primary ranking of pupil personnel and secondary ranking of supervision was consistent throughout all the congressional districts in Georgia. The same ranking held true in the national study. The conclusion is inescapable: assistant principals are typically responsible for discipline.

T A B L E 43

AREAS OF SPECIALIZATION WHERE ASSISTANT PRINCIPALS NOW HAVE MAJOR RESPONSIBILITIES

RESPONSIBILITY	National Sample	Georgia Sample	GEORGIA CONGRESSIONAL DISTRICTS									
			1	2	3	4	5	6	7	8	9	10
	%	%	%	%	%	%	%	%	%	%	%	%
Pupil personnel	64.1	51	56	60	61	25	39	47	53	62	67	50
Supervision	24.1	20	25	20	28	25	17	24	17	15	8	21
Curriculum development	6.9	8	6	10	6	--	17	6	7	--	8	--
Public relations	2.5	5	12	--	--	--	7	12	3	8	8	8
Did not respond	--	16	--	10	6	50	20	12	20	15	8	21
NUMBER REPORTING	983	185	16	10	18	4	41	17	30	13	12	24

How are decisions made with regard to your present duties as an assistant principal? (table 44)

The three options given to the assistant principals on this question reflect how the "job description" for the assistant principals came into being. The first option indicated that the job description was handed down from the central office. The second suggested that it came after some type of negotiation between the principal and the new assistant principal. The third indicated that no real job description existed and that the principal and the assistant principal operated largely on a "brush fire" basis.

Assistant principals in both the national and the Georgia study indicated that the least likely source of a job description was the central office. The most common procedure was for the principal and assistant principal to sit down and to outline the duties of the assistant principal. A significant percentage (twenty-eight in the national sample and thirty-eight in the Georgia sample) indicated that no job description existed. In such cases, the assistant principals indicated that the school operated largely on a day by day basis with the assistant principal taking on the assignments the principal chose to give him.

TABLE 44

HOW DECISIONS ARE MADE WITH REGARD TO THE PRESENT DUTIES OF ASSISTANT PRINCIPALS

DECISION MAKING PROCESS	National Sample	Georgia Sample	GEORGIA CONGRESSIONAL DISTRICTS									
			1	2	3	4	5	6	7	8	9	10
	%	%	%	%	%	%	%	%	%	%	%	%
The functions of the assistant principals are set in handbooks of the school system, my principal and I have agreed upon adjustments to fit our school.	19.3	9	12	--	11	--	15	12	7	--	--	8
When I began as assistant principal the principal and I agreed upon the duties I would carry and those we would share	52.9	50	31	60	61	25	44	53	57	46	75	46
We operate largely from day to day; I take on the assignments that the principal wishes me to take	27.8	38	56	40	28	25	39	18	37	46	25	46
Did not respond	--	3	--	--	--	50	2	18	--	8	--	--
NUMBER REPORTING	1,248	185	16	10	18	4	41	17	30	13	12	24

Do you feel that you have the necessary authority to carry out your assignment efficiently and with a feeling of satisfaction? (table 45)

Three out of four assistant principals in the national study and in the Georgia study indicated that they nearly always had sufficient authority to carry out their assignments. The congressional districts in Georgia in which this was less likely to be the case were the ninth and the tenth.

The above condition as reported reflects a very healthy working environment for the assistant principals in Georgia and across the nation. Little evidence was found to suggest that principals reversed the decisions of assistant principals. Furthermore, assistant principals were able to take full responsibility for their decisions thereby preparing them for the day when they would be building administrators.

T A B L E 45

OPINION OF ASSISTANT PRINCIPALS AS TO THEIR AUTHORITY TO CARRY OUT ASSIGNMENTS

AUTHORITY AND SATISFACTION	National Sample	Georgia Sample	GEORGIA CONGRESSIONAL DISTRICTS									
			1	2	3	4	5	6	7	8	9	10
	%	%	%	%	%	%	%	%	%	%	%	%
Nearly always	71.4	77	75	90	83	50	76	88	83	77	67	62
Often but not always	22.4	14	14	10	11	--	17	--	10	11	17	29
Rarely	6.2	8	6	--	6	--	5	12	7	15	17	8
Did not respond	--	2	--	--	--	50	2	--	--	8	--	--
NUMBER REPORTING	1,260	185	16	10	18	4	41	17	30	13	12	24

What do you believe is the most serious block or hindrance to your functioning efficiently as an assistant principal? (table 46)

Table 46 confirms the findings displayed in Table 45. The assistant principals in both studies indicated that there were no serious hindrances or blocks to their work except heavy loads of classroom teaching. Twenty-six percent of the Georgia assistant principals and fifteen percent of the national assistant principals listed teaching as a hindrance. The problem seemed to be most severe in the second, third, fifth, and seventh congressional districts.

TABLE 46

MOST SERIOUS BLOCK OR HINDRANCE TO EFFICIENT FUNCTIONING OF ASSISTANT PRINCIPALS

BLOCK OR HINDRANCE	National Sample	Georgia Sample	GEORGIA CONGRESSIONAL DISTRICTS									
			1	2	3	4	5	6	7	8	9	10
	%	%	%	%	%	%	%	%	%	%	%	%
My own lack of preparation and experience for administrative work	4.4	6	6	--	6	--	2	--	13	15	--	12
My heavy load of classroom teaching	14.8	26	25	40	39	25	34	--	33	8	25	17
The unwillingness of the principal to delegate responsibility and authority to me	12.1	11	6	10	--	25	5	18	10	8	25	25
A lack of understanding among the staff of the school as to my duties and authority	8.3	8	12	--	--	25	10	--	3	23	8	8
I do not feel that there are any hindrances to my work	60.4	45	44	40	56	25	44	76	37	46	42	37
Did not respond	--	3	6	10	--	--	5	6	3	--	--	--
NUMBER REPORTING	1,208	185	16	10	18	4	41	17	30	13	12	24

What has been the main source of your ideas for innovations which have affected practice in your school recently? (table 47)

On this question, the Georgia study differed from the national study by the inclusion of the principal as a source of new ideas. The national study did not include the principal.

In the Georgia study the main sources of new ideas were listed as the principal, local workshops, consultants from outside the school, and teachers in my school. In the national study the main sources were listed as local workshops, central office staff, other teachers in my school, and professional reading.

It is very difficult to compare the two studies because of the inclusion of the principal in the list. It is interesting to note, however, that the central office staff played a minor part in the Georgia study but a major role in the national study. Such a finding gives rise to speculation that the central office staffs as reported are either undermanned or more interested in matters other than innovations. This is not to say, of course, that the central office staffs in Georgia are not interested in innovations because local workshops were mentioned as one of the most frequent sources of innovative ideas.

TABLE 47

MAIN SOURCES OF NEW IDEAS FOR INNOVATIONS WHICH HAVE AFFECTED YOUR SCHOOL

SOURCES	National Sample	Georgia Sample	GEORGIA CONGRESSIONAL DISTRICTS									
			1	2	3	4	5	6	7	8	9	10
	%	%	%	%	%	%	%	%	%	%	%	%
Local workshops	29.7	17	18	--	11	25	19	11	26	23	8	12
State conferences	1.0	1	6	--	--	--	--	--	--	--	8	12
National professional meetings	1.5	--	--	--	--	--	--	--	--	--	--	--
Consultants from outside of the school	9.1	12	18	40	11	25	7	5	3	15	8	20
College courses	6.6	9	6	10	11	25	12	5	3	--	16	16
Central office staff	21.7	9	--	10	16	--	12	17	6	7	8	8
Staff members of other schools in our school system	6.3	2	--	--	--	--	4	--	--	--	--	12
Professional reading	10.5	7	6	20	16	--	4	5	3	15	16	--
Other teachers in my school	13.7	12	12	10	5	--	7	17	30	15	8	8
Principal	--	19	25	--	27	--	26	17	20	15	16	12
Did not respond	--	7	6	10	--	25	4	17	6	7	8	8
NUMBER REPORTING	1,199	185	16	10	18	4	41	17	30	13	12	24

How do you operate as an assistant principal in introducing innovative ideas into the practice of your school? (table 48)

Three possible procedures for implementing innovations were listed as responses to this question. The first was essentially one in which the assistant principal mentioned an idea to the principal and the principal accepted the responsibility for implementing the idea. The second procedure placed the responsibility for experimentation and implementation on the assistant principal. The third procedure was one which required the cooperation of both administrators in the innovation process.

The responses to this question were evenly divided among the three procedures in both studies. All three procedures were followed across Georgia and across the nation.

A slightly higher percentage of assistant principals in Georgia indicated that they had no responsibility for innovations in their schools. Twenty-one percent of the Georgia assistant principals and sixteen percent of the national assistant principals responded in this manner.

TABLE 48

HOW ASSISTANT PRINCIPALS OPERATE IN INTRODUCING INNOVATIONS INTO SCHOOL PRACTICE

GENERAL PROCEDURE	National Sample	Georgia Sample	GEORGIA CONGRESSIONAL DISTRICTS									
			1	2	3	4	5	6	7	8	9	10
	%	%	%	%	%	%	%	%	%	%	%	%
I inform the principal of the new idea; if he approves it he takes it up with the staff	23.1	30	19	40	17	--	46	24	30	15	33	29
The principal incourages me to experiment with new ideas in cooperation with the staff if the results are promising I guide the implementation	31.9	23	12	30	28	50	12	29	27	38	33	12
After the principal and I discuss the new idea, we agree upon a small staff committee to evaluate the proposal and to guide the implementation as necessary	29.3	23	12	10	39	50	24	29	13	23	--	33
I have no experience in introducing an innovation into the practice of my school	15.8	21	50	10	17	--	12	12	30	23	25	21
Did not respond	--	4	6	10	--	--	5	6	--	--	8	4
NUMBER REPORTING	1,236	185	16	10	18	4	41	17	30	13	12	24

CHAPTER 5

FINANCIAL STATUS OF ASSISTANT PRINCIPALS

The 1968-69 study of the elementary assistant principal sought answers to the status and salary questions of the assistant principal. One of the findings was that the variation among duties and responsibilities was so great that generalizations were difficult. The same variation of course made any firm conclusions related to salary equally difficult.

This short chapter deals with two specific salary questions: the basis for salaries and the regular salaries paid assistant principals in Georgia during 1970-71.

What is the basis of your salary as an assistant principal? (table 49)

The format of the questionnaire confused respondents in the present study. Four alternatives were given on the question and respondents were told to check only one response. The problem occurred when response three and four were listed on the reverse side of the page. Respondents marked options on the front as well as the back sides thereby subverting the intent of the question. Some of the data were salvable, however. Eighteen percent of the assistant principals in Georgia received the same salary as a classroom teacher. No additional stipend was given to the assistant principals for their additional duties. The two congressional districts in which assistant principals were least likely to receive additional stipends were the ninth and tenth.

Approximately seventy percent of the respondents indicated that they were paid a flat amount above the regular teacher's salary. The median amount for the state was five hundred fifty dollars. Thirty percent of the assistant principals indicated they received seven hundred or more dollars

above the salary schedule for their assistant principalship duties. Eleven percent of the principals indicated that they were paid on a basis other than the teachers salary or a flat grant above the teachers salary. Presumably, such plans would include an index system tied to the teachers salary schedule or a separate assistant principal's schedule.

TABLE 49

BASIS OF SALARIES FOR ASSISTANT PRINCIPALS, 1970-71

SALARY BASIS	Georgia Sample	GEORGIA CONGRESSIONAL DISTRICT									
		1	2	3	4	5	6	7	8	9	10
	%	%	%	%	%	%	%	%	%	%	%
I am paid only my regular salary as a classroom teacher	18	19	20	6	25	5	12	23	8	33	37
In addition to my regular salary as a teacher, I am paid a flat amount which is:	--	--	--	--	--	--	--	--	--	--	--
Less than $100	8	--	10	--	25	22	--	--	8	8	8
$100 - $200	5	19	--	--	--	2	--	13	--	--	8
$200 - $300	7	--	10	22	--	5	--	7	--	25	4
$300 - $400	4	12	10	--	--	5	--	3	--	8	--
$400 - $500	6	--	--	6	--	2	--	20	15	8	--
$500 - $600	8	6	20	6	25	12	6	7	--	--	4
$600 - $700	3	--	--	--	--	7	--	--	8	--	8
$700 - $1,000	14	12	--	56	--	2	18	10	23	17	4
More than $1,000	16	19	20	6	--	5	53	3	38	17	17
Other	11	13	10	--	25	33	11	14	--	--	10
NUMBER REPORTING	185	16	10	18	4	41	17	30	13	12	24

What was your total regular salary for 1970-71? (table 50)

The median salary for assistant principals in Georgia during the year 1970-71 was 8,700 dollars. This figure is approximately fifteen hundred dollars higher than the teachers median salary throughout Georgia for the same year but does not reflect the conditions of work noted throughout this study such as longer contractual terms, longer workweeks, higher average years of experience, and so forth.

Approximately one out of four assistant principals received a salary in excess of $11,000. The congressional districts where such an eventuality was most likely to occur were those districts serving the Atlanta metropolitan area: districts four, five, and six. The districts in which assistant principals appeared to receive the lowest salaries were congressional districts seven and ten. These results, of course, should be accepted with a degree of suspicion because no correlation was made between salaries and the ages of experience of the assistant principals.

T A B L E 50

REGULAR SALARIES OF ASSISTANT PRINCIPALS 1970-71

SALARY LEVEL	Georgia Sample	GEORGIA CONGRESSIONAL DISTRICTS									
		1	2	3	4	5	6	7	8	9	10
	%	%	%	%	%	%	%	%	%	%	%
5500 - 6999	15	19	40	--	--	3	--	30	30	8	29
7000 - 8999	41	44	20	67	50	21	35	56	23	50	46
9000 - 10999	20	12	20	22	--	33	11	7	31	33	21
11000 - 15,999	23	25	20	11	50	43	53	20	15	--	4
NUMBER REPORTING	185	16	10	18	4	41	17	30	13	12	24

Chapter 6

SUMMARY OF THE STUDY

Elementary schools and the professionals responsible for providing leadership for their further development play a vital role in establishing an educational base upon which our whole society is built. Our modern technological society can not exist as we know it without a strong elementary school program as one of its cornerstones. As the pressures of our modern society continue to mount and as the elementary schools get caught up in this web of increasing complexity, then elementary principals must have assistance from professional staff to meet the increasing demands. The assistant principalship is one of these professional staff positions which can be a force for meeting educational needs at the elementary school level.

The elementary assistant principalship is "catching on" here in Georgia. The trend is definitely in the direction of increasing the number of situations where elementary school principals are given assistance by the appointment of an assistant principal.

The purpose of this study was to find out more about the assistant principal in Georgia and how he compares to his counterparts throughout the country so that those of us concerned could take steps to influence the development of this position in a positive direction.

In this study, the questionnaire tapped such areas as: characteristics of assistant principals, experience and preparation, working conditions, major functions, and financial status. In the following section an attempt is made to summarize the major findings of the study and to offer several suggestions for making improvements.

In Georgia, as in the nation at large, the title "assistant principal" is most frequently used. Georgia's assistant principals are for the most part over 35 years of age, male, and white. Most Georgia assistant principals come from classroom teaching assignments in the elementary school, are encouraged to become assistant principals by the principal or someone in the central office, and aspire to become principals. It is interesting to note that the elementary school principal in Georgia has an important part in selecting his assistant principal.

The Georgia assistant principal, compared to his national counterpart, has fewer years of total educational experience, fewer years of elementary teaching experience, less time spent in the assistant principalship, and is not as likely to have an M.A. degree. Nor is the Georgia principal as likely to have done his graduate work in some aspect of elementary education. More assistant principals on the national level hold administrative certificates, and hold membership in the national and state associations of elementary school principals than do Georgia assistant principals. The districts with the largest percentages of assistant principals belonging to GAESP are: the fourth district - 50 percent, the sixth district - 47 percent, the eighth district - 46 percent, and the second district - 40 percent. One percent of the Georgia assistant principals hold membership in the American Federation of Teachers in contrast to 11 percent holding such membership at the national level.

Eighty-six percent of the Georgia assistant principals report that they devote 9 or less hours per week to professional growth activities. Fifty-eight percent spend less than 4 hours per week in this area.

Georgia assistant principals are scattered uniformly across the state and are found in rural, suburban and urban schools. Most of these areas

served are average or below average economically and are relatively free of serious tensions or persistent behavior problems. Two-thirds of the Georgia assistant principals serve in K-6 elementary schools with less than 700 pupils and twenty-five teaching stations.

The assistant principals in Georgia generally have significant teaching responsibilities and work under nine or ten months contracts. They also spend a great amount of time at school working on duties which they define as administration. Relatively little time is given to supervision. Less than half of the Georgia assistant principals have a private office or clerical help.

Most assistant principals in Georgia feel that working with a good principal is the best training for the assistant principalship. Furthermore, most assistant principals describe their work as that which has been assigned to them by their principals. In doing their assignment the assistant principals in Georgia reported that they have sufficient authority and that there are no severe blocks or hindrances to the performances of their tasks. It is interesting to point out that the Georgia assistant principals reported that central office staffs are not considered as major sources of new or innovative ideas in their schools.

One out of five of the Georgia assistant principals received no salary above the regular teachers' salary of the district. The median salary for the assistant principals in Georgia surveyed in this study was $8,700 for the 1970-71 school year. In the same vein, only about twenty-five percent of the assistant principals in Georgia received a salary in excess of $11,000.

In summary, the Georgia elementary principal in a quantatative sense lags behind his national counterpart in almost every area of the survey.

He has identity problems, his responsibilities are often unclear, he most often teaches a good deal of the time, he does not receive the physical niceties of administration, he does not have clerical support and he is not paid very much.

The Georgia Association of Elementary School Principals, its individual members, other professional educators, the boys and girls and citizens of Georgia are directly affected by the implications of the data reported in this survey. Perhaps, we have made great strides in Georgia by the mere fact that we have at least 280 assistant elementary principals in this state, but just having assistant principals is not enough. The assistant principal plays a key role in the educational process. He plays a key role in determining how the elementary school principal is able to exercise educational leadership. As elementary school principals and especially as a professional association we have a major responsibility to take up the standard and devote some of our energies to improving the situation as concerns the elementary assistant principalship in Georgia.

The writers suggest that district presidents under the leadership of the regional directors form special task forces to: first, study the data contained in this survey report; and secondly, through the regional directors make recommendations for action by the GAESP. The Georgia Association of Elementary School Principals needs to be concerned and take appropriate action to make the assistant principalship a vital force in Georgia for better educational experiences for boys and girls who attend elementary schools. If we do not care enough to meet this challenge, who will?

APPENDIX - correspondence and questionnaire forms used in the survey

Dear Principal:

The Georgia Department of Elementary School Principals is sponsoring a survey study of the Assistant Principalship in Georgia Public Elementary Schools.

Would you please help in this survey by filling out and returning the attached card,

Gratefully yours,

David J. Mullen

Co-Worker

Dr. Jack Greer - Georgia State

Please check one of the following:

_____No, no one serves full or part time as an assistant to the principal.

_____Yes, there is a person in this school who as part or all of his (her) job assists me in some way with my duties and responsibilities as principal.

If you checked yes, please supply the following information:

Name of person assisting you_____

School Mailing Address: _____

_____

_____

THE UNIVERSITY OF GEORGIA
College of Education
Athens, Georgia 30601

Dear

Your principal has given us your name as a professional employee who is assisting him in some way with his duties as principal.

In order to know more about people in Georgia who are assisting elementary school principals, several of us are working with the Georgia Department of Elementary School Principals and the Bureau of Field Services at the University of Georgia to conduct a survey of the assistant principalship. In the attached survey questionnaire the label assistant principal is often used. Since you have been identified by your principal as an assistant, please consider yourself under the broad category of assistant principal as you respond to the questionnaire.

The results of this study will be published by the GDESP and the University of Georgia's Bureau of Field Studies. We hope that your participation in this survey will lead to a better understanding of the assistant elementary principals' role in Georgia. As we know more about the assistant principal and what he does, we will begin to be in a better position as a profession to improve his lot and subsequently improve the learning opportunities for the boys and girls attending public elementary schools in our state.

Thanking you in advance for your cooperation and participation we remain,

Gratefully yours,

John T. Greer, Chairman
Department of Educational Adminis.
Georgia State University

David J. Mullen
Professor of Education
University of Georgia

DJM/crp

TO: ASSISTANT PRINCIPALS OF GEORGIA

FROM: Dr. David J. Mullen
College of Education
University of Georgia
Athens, Georgia 30601

SUBJECT: Assistant Principals Survey

Several months ago you received a survey questionnaire concerning a study of the assistant principalship in Georgia. Although many assistant principals filled out and returned the survey (152), about 100 surveys have not yet been returned.

Could you take time from your busy schedule, fill out and return the enclosed survey? Your cooperation in this matter is needed so that our study of the assistant principalship will be helpful to all people serving in this capacity and to the improvement of education in Georgia elementary schools.

Thank you in advance for your cooperation.

DJM/crp

May 17, 1971

NAESP

NATIONAL ASSOCIATION OF
ELEMENTARY SCHOOL PRINCIPALS/NEA

1201 Sixteenth Street
Washington, D.C. 20036

January 18, 1971

Dr. David Mullen
College of Education
University of Georgia
Athens, Georgia 30601

Dear Dr. Mullen:

Follwing up our telephone conversation of this date I am sending you a copy of the questionnaire used, by us and the NEA Research Division, in making a survey of the assistant principalship in public elementary schools.

We are glad to have you use our blank as a general guide for your study. As I explained, it will be necessary for you to take off the name of the National Education Association and the NEA Research Division. This is an old NEA rule which has been necessary for a number of years and a number of reasons.

You will note that the inquiry form is similar to, but shorter, than the blank used in our 1968 survey of the elementary school principalship.

I think the general procedure followed by us will be found on pages 6 and 7 of the printed report. Additional technical information will be found on pages 85-88.

I shall be glad to answer, as well as I can, any questions which you may have. Preferably, you should write to me since I am in the office only three days each week.

We shall, of course, like to have one to three copies of your completed report.

Sincerely yours,

Frank W. Hubbard
NAESP Consultant

FWH: lj
Encl.

NATIONAL EDUCATION ASSOCIATION
1201 Sixteenth Street, Northwest, Washington, D. C. 20036

Research Division February 1969

SURVEY OF THE ASSISTANT PRINCIPALSHIP IN ELEMENTARY SCHOOLS

You and Your School

1. What is the official title used in your school system to designate your position?
Check ONE.

☐ Assistant principal
☐ Vice-principal
☐ Associate principal
☐ Administrative assistant
☐ Other: _____

2. What is the total regular enrollment in your school?

_____ pupils

3. What grades are included in your school?
Circle all grades.

PreK K 1 2 3 4 5 6 7 8 9 10-12

4. How many full-time classroom positions are there in your school? Do not count your own position.

_____ positions

5. How would you characterize the neighborhood your school serves? Check ONE to indicate its primary character.

☐ Above average economically
☐ Average economically
☐ Below average economically

6. How would you characterize the human relations situation in your student body? Check ONE to indicate the usual situation.

☐ No serious tensions or persistent behavior problems
☐ Periodic tensions and temporary behavior difficulties
☐ Frequent tensions and difficult behavior problems.

Personal Information

7. What is your age? _____ years

8. What is your sex?

☐ Male ☐ Female

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NEA

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9. What is your marital status?

- ☐ Single
- ☐ Married
- ☐ Widowed, divorced, or separated.

Preparation and Recruitment

10. What is your highest earned college degree? Check ONE.

- ☐ I do not have a college degree
- ☐ Certificate or diploma based on 2 to 3 years of college
- ☐ Bachelor's degree
- ☐ Master's degree
- ☐ Professional (or technical) credential based on 6 years of college
- ☐ Doctor's degree

11. How would you best describe your major field of study at the graduate level? Check ONE.

- ☐ No graduate study
- ☐ No specialization to date
- ☐ Elementary school administration
- ☐ General school administration
- ☐ Elementary school instruction
- ☐ Elementary school supervision
- ☐ Other: _____

12. What position were you holding just before becoming an elementary assistant principal? Check ONE.

- ☐ Classroom teacher (Elementary)
- ☐ Classroom teacher (Secondary)
- ☐ Central office specialist
- ☐ Graduate student in college
- ☐ Other: _____

13. What was your primary reason for becoming an assistant principal? Check ONE.

- ☐ Preferred administration and supervision to classroom work
- ☐ Needed a larger income
- ☐ Wanted to prepare for the principalship
- ☐ Urged to do so by principal
- ☐ Encouraged to do so by the superintendent (or central staff)
- ☐ Other _____

14. Does your school system maintain a list of persons eligible for appointment as assistant principals? ☐ Yes ☐ No

15. If Yes, how does one get on the eligible list? Check ONE.

- ☐ Simply by applying at the central office (superintendent)
- ☐ By passing the required interviews and written examinations
- ☐ Other: _____

16. What state certification is required for your position? Check ONE.

- ☐ Teacher's certificate only
- ☐ Teacher's certificate plus elementary principal's certificate
- ☐ Teacher's certificate plus general administrative certificate
- ☐ Other: _____

17. How is one assigned as assistant principal to a school? Check ONE.

- ☐ Central office makes placement without consulting principal
- ☐ Principal makes his choice from list of eligibles
- ☐ Other: _____

Employment and Financial Status

18. What is your term of employment each school year?

_____ calendar months

19. How many weeks in the summer are available to you for vacation, workshops, study, etc.?

_____ weeks

20. What is the basis of your salary as an assistant principal? Check ONE.

- ☐ I am paid only my regular salary as a classroom teacher.
- ☐ In addition to my regular salary as a teacher I am paid the flat amount of $_____ annually.
- ☐ I am paid on an "index schedule" related to the classroom teacher schedule.
- ☐ Our system has a schedule designed especially for assistant principals.

21. What is your total regular salary (before deductions) for 1968-69 as an assistant principal?

$ _____

22. About what additional amount will you earn in 1968-69? Write in amount or "none" if no earnings.

From other school work $_____
From nonschool work $_____

Your Position

23. On the average, how many hours do you spend at school each week?

_____ hours per week

24. In addition to hours at school, how many hours do you give to school-related activities each week?

_____ hours per week

25. On the basis of the average week devoted directly to school duties (Question 23), what percent do you give to each of the following major areas? Please check your total.

a. Classroom teaching (regular assignment)..... ___%
b. Clerical--making records, routine filing, etc. ..... ___%
c. Administration--school management, discipline, etc. ..... ___%
d. Supervision and coordination of instruction, working with classroom teaching problems ..... ___%
e. Curriculum development--committees on courses of study, selecting materials, etc. ..... ___%
f. Community work--working with parents, civic groups, etc. ..... ___%
g. self-improvement--workshops, study, research, etc. ..... ___%

26. If conditions were ideal, which one of the areas in Question 25 would you increase so as to make your work more effective and satisfying? Circle below the letter designating that category and the percent of the work-week you would like to give to that activity.

a b c d e f g Percent _____

27. If you were starting all over again, would you become an assistant principal again? Check ONE.

☐ Certainly would
☐ Probably would
☐ Chances about even for and against
☐ Probably would not
☐ Certainly would not

28. How much secretarial help can you call on as assistant principal? Check ONE.

☐ I have no trained, paid help.
☐ Have equivalent of a half-time secretary
☐ Have equivalent of a full-time secretary
☐ Have more than one secretary available, as needed

29. What kind of office do you have in your capacity as assistant principal? Check ONE.

☐ I have a separate office of my own.
☐ I have a desk in the general school office
☐ My desk in my classroom is my office.

Your Experience

30. Counting the present school year, what is the total number of years of experience you have had in teaching and all other types of school work?

_____ years of total experience

31. How many years of classroom teaching experience have you had (do not count here the years as an assistant principal)? Write in as necessary.

_____ years of teaching in elementary school
_____ years of teaching in secondary school
_____ other classroom teaching
_____ total years of classroom teaching.

32. Counting the present school year, how many years have you served as an assistant principal?

_____ years as assistant principal

32. Do you consider the assistant principalship as your final occupational goal?

☐ Yes ☐ No

If not, what position would you like most to hold? Check ONE.

☐ Principal (Elementary)
☐ Principal (Junior high)
☐ Principal (Senior high)
☐ Central-office specialist
☐ Superintendent of schools
☐ College instructor
☐ Other: _____

33. What preparation or experience has contributed most to your success as an assistant principal? Check ONE.

☐ Classroom teaching
☐ College preparation
☐ On-the-job experience with a competent principal
☐ Other: _____

Opinions and Preferences

34. As an assistant principal, do you prefer to be a general administrator or specialist? Check ONE.

☐ I prefer to be concerned with all phases of the school as an administrator (working under the principal's direction).
☐ I prefer to specialize in some phase of the school's program (exercising general executive authority primarily when the principal is absent).

35. If you prefer to have a speciality, in which of the following areas would you like to be "the expert" in your school? Check ONE.

a. ☐ Pupil personnel--handling discipline, giving guidance to pupils, etc.
b. ☐ Supervision--observing and evaluating instruction, working with teachers on their problems, etc.
c. ☐ Curriculum development--selecting instructional materials, preparing course materials, working with curriculum committees, etc.
d. ☐ Public relations--working with parents' groups, helping laymen to understand the school program, etc.
e. ☐ Other: _____

36. In which ONE of the foregoing areas of specialization do you now have a major responsibility? Circle the letter below:

a b c d e

37. How were decisions made with regard to your present duties as an assistant principal? Check the ONE item that best describes your situation.

- ☐ The functions of an assistant principal are set forth in handbooks of the school system; my principal and I have agreed upon adjustments to fit our school.
- ☐ When I began as assistant principal, the principal and I agreed upon the duties I would carry and those we would share
- ☐ We operate largely from day to day; I take on the assignments that the principal wishes me to take.

38. Do you feel that you have the necessary authority to carry out your assignment efficiently and with a feeling of personal satisfaction? Check the ONE best answer.

- ☐ Nearly always
- ☐ Often, but not always
- ☐ Rarely

39. What do you believe is the most serious block or hindrance to your functioning efficiently as an assistant principal? Check ONE.

- ☐ My own lack of preparation and experience for administrative work.
- ☐ My heavy load of classroom teaching.
- ☐ The unwillingness of the principal to delegate responsibility and authority to me.
- ☐ A lack of understanding among the staff of the school as to my duties and authority.
- ☐ I do not feel that there are any hindrances to my work.

40. What has been the main source of new ideas for innovations which have affected practice in your school recently? Check ONE.

- ☐ Local workshops
- ☐ State conferences
- ☐ National professional meetings
- ☐ Consultants from outside the school system
- ☐ College courses
- ☐ Central office staff
- ☐ Staff members of other schools in our school system
- ☐ Professional reading
- ☐ Other teachers in my school

41. How do you operate as an assistant principal in introducing innovative ideas into the practice of your school? Check best description of your procedure.

- ☐ I inform the principal of the new idea; if he approves it, he takes it up with the staff.
- ☐ The principal encourages me to experiment with new ideas in cooperation with the staff, and if the results are promising, I guide the implementation.
- ☐ After the principal and I discuss the new idea, we agree upon a small staff committee to evaluate the proposal and to guide the implementation, as necessary.
- ☐ I have had no experience in introducing an innovation into the practices of my school.

42. At what total pupil enrollment should an elementary school have a full-time assistant principal? Write in figure.

_____ pupil enrollment needs a full-time assistant principal

You and Your Professional Associations

43. Is there a local association in your school district which limits its membership to classroom teachers? ☐ Yes ☐ No

If so, are you a member? ☐ Yes ☐ No

44. Is there a local education association in your school district?

☐ Yes ☐ No

a. Is it an all-inclusive group that is open to classroom teachers, principals, supervisors, etc.?

☐ Yes ☐ No

b. Are you a member?

☐ Yes ☐ No

45. What is your relationship to the local elementary school principals club or association? Check ONE.

☐ There is no such group locally
☐ There is such a group but assistant principals are not admitted.
☐ There is such a group locally and I (am) (am not) a member (cross out as necessary for your reply).

46. Indicate the following groups in which you hold membership. Check as necessary.

	Yes	No
a. The state association of elementary school principals.....	☐	☐
b. The general state education association.....	☐	☐
c. National Education Association.....	☐	☐
d. Department of Elementary School Principals, NEA.....	☐	☐
e. Association for Supervision and Curriculum Development, NEA.....	☐	☐
f. Department of Elementary, Kindergarten, Nursery Education, NEA...	☐	☐
g. American Federation of Teachers	☐	☐

47. Name any other professional group whose program is especially helpful to you as an assistant principal:

_____

Please mail your reply in the return envelope to the NEA Research Division, 1201 Sixteenth Street, N. W., Washington, D. C. 20036

068-29 (4,500)

SURVEY OF THE ASSISTANT PRINCIPALSHIP

by

GEORGIA DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS
in cooperation with
Bureau of Field Services, University of Georgia

Please complete and return to: David J. Mullen
University of Georgia
College of Education
Bureau of Field Services
Athens, Georgia 30601

CHARACTERISTICS OF ASSISTANT PRINCIPALS

1. What is the official title used in your school system to designate your position?
CHECK ONE
_____1. Assistant principal
_____2. Vice-principal
_____3. Administrative assistant
_____4. Assistant to principal
_____5. Other

2. What is your age?
_____1. Less than 25
_____2. 25-29
_____3. 30-34
_____4. 35-39
_____5. 40-44
_____6. 45-49
_____7. 50 or older

3. What is your sex?
_____1. Male
_____2. Female

4. What is your marital status?
_____1. Single
_____2. Married
_____3. Widowed, divorced, or separated

5. What is your race?
_____1. Black
_____2. White
_____3. Other

Survey of Assistant Principalship - Cont.

6. Does your school system maintain a list of persons eligible for appointment as assistant principals?
   _____1. Yes
   _____2. No
   _____3. Do not know.

7. If yes, how does one get on the eligible list?
   _____1. By passing the required interviews and written examinations
   _____2. By applying at the central office
   _____3. By applying at a particular elementary school
   _____4. Do not know
   _____5. Other

8. How is one assigned to a school as an assistant principal?
   _____1. The central office makes a placement without consulting principal
   _____2. Principal makes his choice from list of eligibles
   _____3. Assignment is made after the principal is consulted
   _____4. Principal is free to recruit and interview and assignment is usually made upon his recommendation to the central office
   _____5. Do not know
   _____6. Other

9. What position were you holding <u>just</u> <u>before</u> becoming an assistant principal?
   CHECK <u>ONE</u>
   _____1. Classroom teacher (Elementary)
   _____2. Classroom teacher (Secondary)
   _____3. Coach
   _____4. Central office specialist
   _____5. Guidance counselor
   _____6. Elementary principal
   _____7. Assistant principal (Secondary)
   _____8. Graduate student in college
   _____9. Other

Survey of Assistant Principalship - Cont.

10. What was your primary reason for becoming an assistant principal? CHECK ONE

_____1. Preferred administration and supervisi n to a teaching assignment

_____2. Needed a larger income

_____3. Wanted to prepare for the principalship

_____4. Urged to do so by the principal

_____5. Encouraged to do so by the superintendent (or central office staff)

_____6. Encouraged to do so by someone in a teacher training institution

_____7. Other

11. Suppose you were starting all over again, would you become an assistant principal again?

_____1. Certainly would

_____2. Probably would

_____3. Chances about even for and against

_____4. Probably not

_____5. Certainly not

12. Do you consider the assistant principalship as your final occupational goal?

_____1. Yes

_____2. No

13. If not, what position would you like most to hold? CHECK ONE

_____1. Principal (Elementary)

_____2. Principal (Junior High)

_____3. Principal (Senior High)

_____4. Central office specialist

_____5. Superintendent

_____6. College Instructor

_____7. Other

EXPERIENCE AND PREPARATION

14. Counting the present school year, what is the total number of years of experience you have had in teaching and all other types of school work?

_____1. 3 or less

_____2. 4-9

_____3. 10-19

_____4. 20-29

_____5. 30-39

_____6. 40 or more

15. How many years of classroom teaching experience have you had in the elementary school? (Do not count here the years as an assistant principal.)

_____1. 0
_____2. 1
_____3. 2-9
_____4. 10-19
_____5. 20-29
_____6. 30-39
_____7. 40 or more

16. How many years of classroom teaching experience have you had in the secondary school?

_____1. 0
_____2. 1
_____3. 2-9
_____4. 10 or more

17. How many total years of classroom teaching experience have you had, counting elementary, secondary and other classroom teaching?

_____1. 0
_____2. 3 or less
_____3. 4-9
_____4. 10-19
_____5. 20-29
_____6. 30-39
_____7. 40 or more

18. Counting the present school year, how many years have you served as an assistant principal?

_____1. 1-3
_____2. 4-9
_____3. 10-19
_____4. 20-29
_____5. 30-39
_____6. 40 or more

19. What is your highest earned college degree?

_____1. I do not have a college degree
_____2. Certificate or diploma based on 2 to 3 years of college
_____3. Bachelor's degree
_____4. Master's degree
_____5. Professional (or technical) credential based on 6 years of college
_____6. Doctor's degree

Survey of Assistant Principalship - Cont.

20. How would you best describe your major field of study at the graduate level? CHECK ONE

_____1. No graduate work or speciality
_____2. Elementary school administration
_____3. Secondary school administration
_____4. General school administration
_____5. Elementary school teaching
_____6. Elementary school supervision
_____7. Secondary school teaching including subject matter area
_____8. Secondary school supervision
_____9. Other

21. How many hours per week on the average do you devote to professional growth activities? (Self-improvement, workshops, study, research, etc.)

_____1. None
_____2. 1-4
_____3. 5-9
_____4. 10-14
_____5. 15-19
_____6. 20 or more

22. What state certification do you have? CHECK ONE

_____1. Teacher's certificate only
_____2. Administrative certificate
_____3. Supervisor's certificate
_____4. Other

23. Check the following groups in which you hold membership.

_____1. The state association of elementary school principals
_____2. The general state education association
_____3. National Education Association - NEA
_____4. National Association of Elementary School Principals, NAESP
_____5. Association for Supervision and Curriculum Development, ASCD
_____6. Department of Elementary, Kindergarten, Nursery Education
_____7. American Federation of Teachers

WORKING CONDITIONS

24. In what congressional district is your school located?

_____01. First
_____02. Second
_____03. Third
_____04. Fourth
_____05. Fifth
_____06. Sixth
_____07. Seventh
_____08. Eighth
_____09. Ninth
_____10. Tenth

Survey of the Assistant Principalship - Cont.

25. What is the total regular enrollment in your school?
_____1. Less than 100
_____2. 100-399
_____3. 400-699
_____4. 700-999
_____5. 1,000 or more

26. How would you describe your school?
_____1. Urban
_____2. Suburban
_____3. Rural

27. At what total pupil enrollment should an elementary school have a full-time assistant principal?
_____1. Below 100
_____2. 100-399
_____3. 400-699
_____4. 700-999
_____5. 1,000 or more

28. What grades are included in your school (for example K-6)?
_____

29. How many full-time classroom teaching positions are there in your school? Do not count your own position.
_____

30. How would you characterize the neighborhood your school serves? Check one to indicate its primary character.
_____1. Above average economically
_____2. Average economically
_____3. Below average economically

31. How would you characterize the human relations situation in your student body? Check one to indicate the usual situation.
_____1. No serious tensions or persistent behavior problems
_____2. Periodic tensions and temporary behavior difficulties
_____3. Frequent tensions and difficult behavior problems

32. What is your term of employment each school year?
_____1. 9 but less than 10 calendar months
_____2. 10 but less than 11 calendar months
_____3. 11 but less than 12 calendar months
_____4. 12 months

Survey of the Assistant Principalship - Cont.

33. How many weeks in the summer are available to you for vacation, workshops, study, etc.?

_____1. None

_____2. 1-2

_____3. 3-4

_____4. 5-6

_____5. 7-8

_____6. 9-10

_____7. 11 or more

34. On the average, how many hours do you spend at school each week?

_____1. Less than 30 hours

_____2. 30-35

_____3. 36-41

_____4. 42-47

_____5. 48 or more

35. In addition to hours at school, how many hours do you give to school related activities each week?

_____1. Less than 6 hours

_____2. 6-8

_____3. 9-11

_____4. 12-14

_____5. 15-17

_____6. 18-20

_____7. 21 or more

36. On the basis of the average week devoted directly to school work (question 34 above), what percent do you give to each of the following major areas? Please check your total.

_____%a. Classroom teaching (regular assignment)

_____%b. Clerical - making records, routine filing, etc.

_____%c. Administration - School management, discipline, etc.

_____%d. Supervision and coordination of instruction, working with classroom teaching problems

_____%e. Curriculum development - committees on courses of study, selecting materials, etc.

_____%f. Community work - working with parents, civic groups, etc.

_____%g. Self-improvement - workshops, study, research, etc.

100% TOTAL TIME

37. If conditions were ideal, which of the following areas would you increase so as to make your work more effective and satisfying? Check One and write in the % of the work-week you would like to give to that activity.

_____1. Classroom teaching _____%

_____2. Clerical tasks _____%

_____3. Administration _____%

_____4. Supervision _____%

_____5. Curriculum development _____%

_____6. Community work _____%

_____7. Self-improvement _____%

38. What kind of office do you have in your capacity as assistant principal?

_____1. Separate office

_____2. Desk in general school office

_____3. Classroom desk only

_____4. Share office

39. How much secretarial help can you call on as assistant principal? CHECK ONE

_____1. I have no trained, paid help.

_____2. Have equivalent of a half-time secretary

_____3. Have equivalent of a full-time secretary

_____4. Have more than one secretary available, as needed.

40. What preparation or experience has contributed most to your success as an assistant principal? CHECK ONE.

_____1. Classroom teaching

_____2. College preparation

_____3. On-the-job experience with a competent principal

_____4. Other

41. As an assistant principal, do you prefer to be a general administrator or a specialist. CHECK ONE.

_____1. I prefer to be concerned with all phases of the school as an administrator (working under the principal's direction).

_____2. I prefer to specialize in some phase of the school's program (exercising general executive authority when the principal is absent).

42. If you prefer to have a speciality, in which of the following areas would you like to be "the expert" in your school? CHECK ONE.

_____1. Pupil personnel - handling discipline, giving guidance to pupils, etc.

_____2. Supervision - observing and evaluating instruction, working with teachers on their problems, etc.

_____3. Curriculum development - selecting instructional materials, preparing course materials, working with curriculum committees, etc.

Survey of the Assistant Principalship - Cont.

_____4. Public relations - working with parents' groups, helping laymen to understand the school program, etc.

43. In which ONE of the foregoing areas of specialization do you now have a major responsibility. CHECK ONE.

_____1. Pupil personnel

_____2. Supervision

_____3. Curriculum development

_____4. Public relations

44. How were decisions made with regard to your present duties as an assistant principal? Check the ONE item that best describes your situation.

_____1. The functions of an assistant principal are set forth in handbooks to the school system; my principal and I have agreed upon adjustments to fit our school.

_____2. When I began as assistant principal, the principal and I agreed upon the duties I would carry and those we would share.

_____3. We operate largely from day to day; I take on the assignments that the principal wishes me to take.

45. Do you feel that you have the necessary authority to carry out your assignment efficiently and with a feeling of personal satisfaction? Check the ONE best answer.

_____1. Nearly always

_____2. Often, but not always

_____3. Rarely

46. What do you believe is the most serious block or hindrance to your functioning efficiently as an assistant principal? CHECK ONE.

_____1. My own lack of preparation and experience for administrative work.

_____2. My heavy load of classroom teaching.

_____3. The unwillingness of the principal to delegate responsibility and authority to me.

_____4. A lack of understanding among the staff of the school as to my duties and authority.

_____5. I do not feel that there are any hindrances to my work.

47. What has been the main source of new ideas for innovations which have affected practice in your school recently? CHECK ONE.

_____01. Local workshops

_____02. State conferences

_____03. National professional meetings

_____04. Consultants from outside the school system

_____05. College courses

_____06. Central office staff

_____07. Staff members of other schools in our school system

_____08. Professional reading

_____09. Other teachers in my school

_____10. Principal

48. How do you operate as an assistant principal in introducing innovative ideas into the practice of your school? Check best description of your procedure.

_____1. I inform the principal of the new idea; if he approves it, he takes it up with the staff.

_____2. The principal encourages me to experiment with new ideas in cooperation with the staff, and if the results are promising, I guide the implementation.

_____3. After the principal and I discuss the new idea, we agree upon a small staff committee to evaluate the proposal and to guide the implementation, as necessary.

_____4. I have had no experience in introducing an innovation into the practice of my school.

FINANCIAL STATUS OF ASSISTANT PRINCIPALS

49. What is the basis of your salary as an assistant principal? CHECK ONE.

_____1. I am paid only my regular salary as a classroom teacher.

_____2. In addition to my regular salary I am paid a flat amount which is:

_____1. Less than $100

_____2. $100 to $200

_____3. $200 to $300

_____4. $300 to $400

_____5. $400 to $500

_____6. $500 to $600

_____7. $600 to $700

_____8. $700 to $1,000

_____9. More than $1,000

_____1. I am paid on the "index schedule" related to the classroom teacher schedule.

_____ 2. Our system has a schedule designed especially for assistant principals.

50. What is your total regular salary (before deductions) for 1970-71 as an assistant principal?

$_____

Please return to: David J. Mullen
University of Georgia
College of Education
Bureau of Field Services
Athens, Georgia